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introduction

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The indexes which follow the resumes in each edition cite the contents by:

Subjects
Authors and investigators
Institutions

Each index entry contains the appropriate ED or EP number so that the reader can readily refer to the corresponding sequential resume number.

document orders

Most of the documents cited with an ED prefix number are available for purchase at a reasonable cost. Availability and prices are announced on the last line of each document citation. If an EDRS price is quoted the document is available for purchase through the ERIC Document Reproduction Service. Documents are not available, however, for the current research projects (numbered with EP prefixes). Additional information on ordering documents is presented on the last page of this catalog.

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ED 012 349 - 012 790 / EP 010 950 - 010 975

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our new look

Beginning with the January 1968 issue, **RESEARCH IN EDUCATION** is being printed in a new format utilizing the latest electronic composition—Linofilm and at a later date, Linotron. The primary reason for the change is to provide better readability. We have realized for some time that the copy printout by the computer did not provide easy-on-the-eyes reading. Reprogramming for the change has taken more time than was originally anticipated.

In making the change, some electronic composition problems, principally in hyphenization, have arisen. Efforts are being made to eliminate them in future issues.

availability of reports

An important change has occurred in the operation of the ERIC Document Reproduction Service (EDRS). The ERIC Document Reproduction Service is now being operated by the National Cash Register Company. Effective immediately all requests for documents or correspondence concerning such documents should be sent to:

EDRS
The National Cash Register Company
Box 2206
Rockville, Maryland 20852

The prices for microfiche also have been changed. The price for individual orders has been increased to 25 cents per fiche for individual titles; the price for standing orders (for all ERIC documents) has been reduced to 8.4 cents per fiche.

To compute the cost of individual microfiche announced prior to January 1, 1968, use the following table:

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\$.09	\$.25	\$.54	\$1.50
.18	.50	.63	1.75
.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

The price of hard copy for all reports, past and future, remains unchanged at 4 cents per page of each document.

document section

document section

document resumes

Accession Number--an identification number sequentially assigned to documents as they are processed.

Title of document.

Author(s) of document.

Report Number--number assigned by originator of document

Contract or Grant Number--when applicable

EDRs Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a document. Only the major terms, preceded by an asterisk, are printed in the index.

SAMPLE ENTRY

ED 000 000

24

66 000 056

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY: ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$1.06 HC-\$1.06 231 P

DESCRIPTORS: *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 90 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

INFORMATIVE ABSTRACT--a condensation of the document in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Code for Office of Education legislative program which supported research activity. (when applicable)

Clearinghouse accession number

Organization at which document originated.

Date document was published

Abstractor's initials.

ED 012 349 AA 000 101

PFEFFER, J. ALAN
BASIC (SPOKEN) GERMAN WORD LIST.
PITTSBURGH UNIV., PA.
REPORT NUMBER NDEA-VI-111-1
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *GERMAN, *LINGUISTICS,
*SPEECH, *WORD LISTS, *WORD RECOGNITION, DATA PROCESSING, MUNICH, PITTSBURGH, VOCABULARY,
CONTRACT OEC-2-14-038

A BASIC SPOKEN GERMAN VOCABULARY IS LISTED IN (1) ALPHABETICAL ORDER, (2) ORDER OF PARTS OF SPEECH, AND (3) ORDER OF FREQUENCY AND ORIGIN. THE SOURCE MATERIALS USED WERE GATHERED IN 400 TAPED INTERVIEWS AND 5,400 WRITTEN RECORDS OF SPONTANEOUS ASSOCIATION. FROM THE DATA GATHERED, EACH SPOKEN WORD OR WORD FORM WAS TRANSFERRED SINGLY AND IN CONTEXT ONTO PUNCHED CARDS AT A COMPUTING CENTER. PROPER NAMES, PLACE NAMES, AND ADJECTIVES DERIVED FROM PLACE NAMES WERE EXCLUDED. LINGUISTIC ANALYSIS TECHNIQUES WERE APPLIED BY USE OF DATA PROCESSING. THE FINAL VOCABULARY CONSISTED OF 1,269 WORDS. THIS BOOK WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY 07632, 1964, 79 PAGES. RELATED REPORTS ARE AA 000 102 AND AA 000 141. (TC)

ED 012 350 AA 000 102

PFEFFER, J. ALAN
INDEX OF ENGLISH EQUIVALENTS FOR THE BASIC (SPOKEN) GERMAN WORD LIST.
PITTSBURGH UNIV., PA.
REPORT NUMBER NDEA-VI-111-2
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *GERMAN, *INDEXES (LOCATORS), *LINGUISTICS, *SPEECH, *TRANSLATION, DATA PROCESSING, ENGLISH, MUNICH, PITTSBURGH, WORD LISTS,
CONTRACT OEC-2-14-036

THIS BOOK WAS PREPARED TO PROVIDE AN INDEX OF ENGLISH EQUIVALENTS FOR THE BASIC SPOKEN GERMAN WORD LIST BY THE AUTHOR. THE ENGLISH MEANINGS OF EACH GERMAN TERM ARE PRESENTED IN ORDER OF DECREASING FREQUENCY. THIS BOOK WAS PUBLISHED BY PRENTICE-HALL INC., ENGLEWOOD CLIFFS, NEW JERSEY 07632, 1965, 107 PAGES. RELATED REPORTS ARE AA 000 101 AND AA 000 131. (TC)

ED 012 351 AA 000 103

WEBB, HERSHEL RYAN, MARLEIGH
RESEARCH IN JAPANESE SOURCES--A GUIDE.
COLUMBIA UNIV., NEW YORK
REPORT NUMBER NDEA-VI-283
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *HUMANITIES, *JAPANESE, *LIBRARY MATERIALS, *TRANSLATION, INDEXES (LOCATORS), NEW YORK CITY.

A BEGINNER'S GUIDE HAS BEEN PREPARED FOR THE SUBJECT OF JAPANESE BIBLIOGRAPHIES. IT WAS DESIGNED FOR THREE KINDS OF USERS--(1) THE STUDENT IN SOME DISCIPLINE OF THE HUMANITIES WHO WISHES TO CONDUCT RESEARCH ON JAPAN AND MAKE USE OF JAPANESE LANGUAGE MATERIALS, (2) THE STUDENT OR LIBRARIAN WHO KNOWS NO JAPANESE BUT WISHES IN-

FORMATION ABOUT JAPAN, AND (3) THE STUDENT IN ANY DISCIPLINE WHOSE SPECIAL INTEREST MAY HAVE NOTHING IN PARTICULAR TO DO WITH JAPAN, BUT WHO WISHES TO CONSULT THE WORK DONE IN HIS FIELD BY JAPANESE SCHOLARS. THE INFORMATION ON SUCH SUBJECTS AS STATISTICS, HISTORIOGRAPHY, AND LAW IS LIMITED TO WHAT WOULD BE USEFUL TO STUDENTS OF THE HUMANITIES OR SOCIAL SCIENCES IN GENERAL. THIS BOOK WAS PUBLISHED BY COLUMBIA UNIVERSITY PRESS, 1965, 170 PAGES. (TC)

ED 012 352 AA 000 104

VAKAR, N.P.
A WORD COUNT OF SPOKEN RUSSIAN, THE SOVIET USAGE.
OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION
REPORT NUMBER NDEA-VI-118
PUB DATE JUL 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE PATTERNS, *LANGUAGE RESEARCH, *RUSSIAN, *VOCABULARY, *WORD LISTS, COLUMBUS, USSR,
CONTRACT OEC-3-14-028

A WORD LIST OF SPOKEN RUSSIAN WAS COMPILED BASED ON AN ACTUAL COUNT OF 10,000 WORDS. THE WORDS WERE COMPOSED OF 50-WORD SAMPLES TAKEN FROM 200 ACTS OF 93 PLAYS PUBLISHED SINCE 1957. IT WAS FOUND THAT JUST 360 WORDS, FROM A TOTAL OF 2,380 WORDS TABULATED, REPRESENTED 73 PERCENT OF ALL OCCURRENCES. THE AUTHOR PREPARED SAMPLE DIALOGUES USING ONLY THESE HIGH-FREQUENCY VOCABULARY ITEMS AS FURTHER PROOF THAT INTELLIGENT COMMUNICATION AT AN ADULT LEVEL WAS POSSIBLE. THIS BOOK WAS PUBLISHED BY OHIO STATE UNIVERSITY PRESS, 1966, 376 PAGES. (TC)

ED 012 353 AA 000 105

MANSOOR, M.
LEGAL AND DOCUMENTARY ARABIC READER--WITH EXPLANATORY NOTES, EXERCISES, VOCABULARIES AND MODEL ANSWERS IN TWO VOLUMES.
WISCONSIN UNIV., MADISON
REPORT NUMBER NDEA-VI-146-VOL-1-2
PUB DATE 65

EDRS PRICE MF-50.25 HC-524.40 610P.
DESCRIPTORS *ARABIC, *LANGUAGE INSTRUCTION, *TEXTBOOKS, *TRANSLATION, *VOCABULARY, MADISON,
CONTRACT OEC-SAE-8650

THE PURPOSE OF THIS TWO VOLUME WORK IS TO INTRODUCE THE STUDENT TO MODERN, STANDARD ARABIC WITH CONCENTRATION ON THE STYLE EMPLOYED IN FORMAL DOCUMENTS AND INTERNATIONAL TREATIES. IT IS ASSUMED THAT THE INTERMEDIATE STUDENT USING THE READERS HAS CONTROL OF THE ESSENTIALS OF ARABIC GRAMMAR BUT HAS NOT BEEN ADEQUATELY EXPOSED TO MODERN LITERARY ARABIC TEXTS AND ESPECIALLY DOCUMENTARY TEXTS. GRAMMATICAL TREATMENT OF THE TEXT IS GENERALLY AVOIDED. THIS WORK PROVIDES THE STUDENT WITH 62 SELECTIONS FROM CONTEMPORARY DOCUMENTARY SOURCES IN THE ARAB WORLD. THESE SELECTIONS ARE ACCOMPANIED WITH AIDS TO FACILITATE STUDENT USE, SUCH AS GLOSSARIES, NOTES, IDIOMATIC USAGES AND SETS OF EXERCISES IN ENGLISH AND ARABIC PHRASEOLOGY, WORD BUILDING, AND

SYNTACTICAL VOCALIZATION. THE SOURCES FOR THE SELECTIONS WERE TAKEN FROM UNITED NATIONS MATERIALS, PUBLICATIONS OF MIDDLE EAST COMPANIES, NEAR EASTERN AND WESTERN TEXTS OF ARABIC TREATIES INVOLVING ARAB COUNTRIES, AND VARIOUS OFFICIAL PUBLICATIONS OF ARAB STATES. THIS WORK WAS DEVELOPED THROUGH TEACHING ARABIC, ESPECIALLY DOCUMENTARY ARABIC, TO ENGLISH-SPEAKING STUDENTS OF INTERMEDIATE AND ADVANCED LEVELS FOR OVER 6 YEARS. IT HAS BEEN REVISED, IMPROVED, AND ADAPTED FOR USE AT BOTH THE GRADUATE AND THE UNDERGRADUATE LEVELS. THIS BOOK WAS PUBLISHED BY E.J. BRILL, LEIDEN, NETHERLANDS, 1965. (TC)

ED 012 354 AA 000 106

HAAS, MARY R. AND OTHERS
THAI-ENGLISH STUDENT'S DICTIONARY.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER NDEA-VI-349
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DICTIONARIES, *ENGLISH, *SPELLING, *THAI, *TRANSLATION, BERKELEY.

THE PRINCIPAL AIM OF THIS DICTIONARY IS TO PROVIDE A CONVENIENT REFERENCE WORK FOR THE ENGLISH-SPEAKING STUDENT OF THAI. THE FOLLOWING TYPES OF INFORMATION ARE CONTAINED WITH EACH ENTRY--(1) THE TRADITIONAL THAI SPELLING, (2) A CAREFULLY WORKED OUT PHONEMIC TRANSCRIPTION USING ROMAN LETTERS, (3) AN ABBREVIATION DESIGNATING THE WORD CLASS, WHERE PERTINENT, (4) THE LEVEL OF USAGE, BOTH SOCIAL AND TECHNICAL, WHERE PERTINENT, (5) THE ENGLISH DEFINITION OR EQUIVALENT, (6) MANY SYNONYMS AND ANTONYMS, AND (7) EXAMPLES SHOWING A VARIETY OF USES, WHEN THE DEFINITION ALONE IS INSUFFICIENT. THE SCOPE OF THE DICTIONARY INCLUDES MOST OF THE COMMON PLACE NAMES OF THAILAND AND COMMON ABBREVIATIONS OF TITLES, ORGANIZATIONS, AND DATES THAT ARE FREQUENTLY ENCOUNTERED IN NEWSPAPERS. THIS BOOK WAS PUBLISHED BY STANFORD UNIVERSITY PRESS, 1964, 638 PAGES. (TC)

ED 012 355 AA 000 107

CLARITY, BEVERLY E. AND OTHERS
A DICTIONARY OF IRAQI ARABIC, ENGLISH-ARABIC. ARABIC SERIES, NUMBER SIX.
GEORGETOWN UNIV., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-140
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARABIC, *DIALECT STUDIES, *DICTIONARIES, *TRANSLATION, BAGHDAD, DISTRICT OF COLUMBIA, ENGLISH, IRAQ, VOCABULARY,
CONTRACT OEC-2-14-029

THIS DICTIONARY OF IRAQI ARABIC IS BASED, IN FORMAT, ON THE ENGLISH-GERMAN SECTION OF THE BILINGUAL GERMAN AND ENGLISH "DICTIONARY OF EVERYDAY USAGE," PUBLISHED BY HENRY HOLT AND COMPANY. THE AIM OF THIS WORK HAS BEEN TO PRESENT, FOR THE FIRST TIME, A DICTIONARY FOR ENGLISH SPEAKERS CONTAINING THE BASIC VOCABULARY OF THE IRAQI DIALECT. TECHNICAL TERMS HAVE BEEN LARGELY AVOIDED. THE USAGE IS PRIMARILY THAT OF MUSLIM SPEAKERS

FROM BAGHDAD, BUT SOME SOUTHERN IRAQI USAGE IS ALSO INCLUDED. THE ILLUSTRATIVE ENGLISH SENTENCES ARE BASED ON EVERYDAY CONVERSATIONAL USAGE WITH A DELIBERATE AVOIDANCE OF LITERARY STYLE. IN A FEW CASES, SOMEWHAT AWKWARD ENGLISH CONSTRUCTIONS HAVE BEEN RESORTED TO IN ORDER TO GIVE A CLEARER PICTURE OF IRAQI SENTENCE STRUCTURE. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 202 PAGES. (TC)

ED 012 356 AA 000 108

ERWIN, WALLACE M.
A SHORT REFERENCE GRAMMAR OF IRAQI ARABIC. ARABIC SERIES, NUMBER FOUR. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-141
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *DIALECT STUDIES, *GRAMMAR, *MORPHOLOGY (LANGUAGES), *PHONOLOGY (LANGUAGES), BAGHDAD, DISTRICT OF COLUMBIA, IRAQ, SYNTAX,
CONTRACT OEC-2-14-029

THIS BOOK PRESENTS AN OUTLINE OF COLLOQUIAL IRAQI ARABIC AS SPOKEN BY EDUCATED MUSLIMS IN BAGHDAD. ALTHOUGH IT WAS DESIGNED TO SERVE PRIMARILY AS A REFERENCE WORK FOR STUDENTS ENGAGED IN ACQUIRING A PRACTICAL COMMAND OF THE LANGUAGE, THE AUTHOR HOPED THAT IT WOULD ALSO PROVE USEFUL TO OTHERS WHOSE INTERESTS LIE IN THE FIELD OF LINGUISTICS OR GENERAL ARABIC STUDIES. PARTS ARE INCLUDED ON PHONOLOGY, MORPHOLOGY, AND SYNTAX. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 392 PAGES. (TC)

ED 012 357 AA 000 109

HARRELL, RICHARDS.
A SHORT REFERENCE GRAMMAR OF MOROCCAN ARABIC. ARABIC SERIES, NUMBER ONE. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-142
PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *DIALECT STUDIES, *GRAMMAR, *MORPHOLOGY (LANGUAGES), *PHONOLOGY, DISTRICT OF COLUMBIA, MOROCCO, SYNTAX,
CONTRACT OEC-2-14-029

THIS BOOK IS DESIGNED TO SERVE AS A PRACTICAL REFERENCE GRAMMAR FOR THE STUDENT WHO HAS ALREADY HAD AN INTRODUCTORY COURSE IN MOROCCAN ARABIC. ALL THAT IS ATTEMPTED IS AN ORDERLY CATALOGING OF THE PRINCIPAL GRAMMATICAL FACTS OF THE LANGUAGE. NO EXERCISES OR GLOSARIES HAVE BEEN INCLUDED. THEORETICAL CONSIDERATIONS AND PROFESSIONAL TECHNICAL TERMINOLOGY HAVE BEEN HELD TO A MINIMUM. THE FORM OF ARABIC DESCRIBED IS THAT OF EDUCATED URBAN SPEAKERS OF THE NORTHWESTERN PART OF MOROCCO. THE AUTHOR HAS WORKED EXCLUSIVELY WITH SPEAKERS FROM FEZ, RABAT, AND CASABLANCA. AN APPENDIX OF TEXTS IN URBAN MOROCCAN ARABIC IS ALSO IN-

CLUDED. THIS BOOK WAS PUBLISHED BY THE INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY PRESS, 1962, 263 PAGES. (TC)

ED 012 358 AA 000 110

COWELL, MARK W.
A REFERENCE GRAMMAR OF SYRIAN ARABIC (BASED ON THE DIALECT OF DAMASCUS). ARABIC SERIES, NUMBER SEVEN. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-143
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *DIALECT STUDIES, *GRAMMAR, *MORPHOLOGY (LANGUAGES), *SYNTAX, DAMASCUS, DISTRICT OF COLUMBIA, PHONOLOGY, SYRIA,
CONTRACT OEC-2-14-029

ARABIC, AS IT IS USED IN EVERYDAY CONVERSATION BY EDUCATED CITY-DWELLING SYRIANS, AND MOST PARTICULARLY BY NATIVES OF DAMASCUS, IS DESCRIBED IN THIS BOOK. THIS REFERENCE GRAMMAR IS INTENDED, FIRST OF ALL, FOR STUDENTS WHO HAVE ALREADY ACQUIRED, OR ARE IN THE PROCESS OF ACQUIRING, AN ELEMENTARY KNOWLEDGE OF SYRIAN ARABIC, AND WHO WISH TO ENHANCE AND CONFIRM THAT KNOWLEDGE. SECONDLY, IT IS INTENDED TO SERVE AS A CHECKLIST OF GRAMMATICAL POINTS FOR TEACHERS. THIRDLY, IT IS INTENDED AS A SOURCE OF INFORMATION ABOUT THIS DIALECT FOR ARABISTS AND LINGUISTS. PARTS OF THE WORK PRESENT (1) PHONOLOGY, (2) MORPHOLOGY, (3) DERIVATIONS, (4) INFLECTIONS, AND (5) SYNTAX. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 587 PAGES. (TC)

ED 012 359 AA 000 111

SOBELMAN, HARVEY AND OTHERS
A DICTIONARY OF MOROCCAN ARABIC. ENGLISH-ARABIC. ARABIC SERIES, NUMBER THREE. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-144
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *DIALECT STUDIES, *DICTIONARIES, *TRANSLATION, DISTRICT OF COLUMBIA, ENGLISH, MOROCCO, VOCABULARY,
CONTRACT OEC-2-14-029

THE ENGLISH ENTRIES IN THIS DICTIONARY OF MOROCCAN ARABIC ARE BASED ON THE ENGLISH-GERMAN SECTION OF THE BILINGUAL GERMAN AND ENGLISH "DICTIONARY OF EVERYDAY USAGE," PUBLISHED BY HENRY HOLT AND COMPANY. A NUMBER OF CHANGES WERE NECESSARY, BOTH IN FORM AND CONTENT, TO MEET THE REQUIREMENTS OF THE DIFFERENCES BETWEEN AMERICAN AND MOROCCAN CULTURAL AND LINGUISTIC USES. THE AUTHORS' AIM HAS BEEN TO PRESENT THE CORE VOCABULARY OF EVERYDAY CONVERSATIONAL USAGE. TECHNICAL AND LITERARY MATTERS HAVE BEEN LARGELY AVOIDED. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 228 PAGES. (TC)

ED 012 360 AA 000 112

STOWASSER, KARL ANI, MOUKHTAR
A DICTIONARY OF SYRIAN ARABIC (DIALECT OF DAMASCUS). ENGLISH-ARABIC. ARABIC SERIES, NUMBER FIVE. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-145
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *DIALECT STUDIES, *DICTIONARIES, *TRANSLATION, DAMASCUS, DISTRICT OF COLUMBIA, ENGLISH VOCABULARY, SYRIA,
CONTRACT OEC-2-14-029

THIS DICTIONARY IS BASED ON THE DIALECT OF DAMASCUS, AS SPOKEN BY EDUCATED MUSLIMS. DAMASCUS OCCUPIES A CENTRAL POSITION IN MORE THAN THE OBVIOUS GEOGRAPHICAL SENSE. THE CITY IS A MAJOR ADMINISTRATIVE CENTER OF THE AREA AND, HISTORICALLY, AN IMPORTANT SEAT OF ISLAMIC CULTURE AND LEARNING. A NUMBER OF POLITICAL, SOCIOLOGICAL, AND GEOGRAPHICAL FACTORS HAVE COMBINED TO MOLD A DIALECT OF UNCOMMON UNIFORMITY AND FIXITY. FOR ALL PRACTICAL PURPOSES, THE SPEAKER OF DAMASCUS ARABIC WILL BE PERFECTLY UNDERSTOOD AND ACCEPTED IN MOST OF THE SYRIAN-ARABIC DIALECT AREA AND, WITH SOME QUALIFICATIONS, A GOOD DEAL BEYOND. THE DICTIONARY IS AN EXPRESSION DICTIONARY, THAT IS, ITS FORMAT AND PRESENTATION ARE GEARED EXCLUSIVELY TO THE NEEDS OF THE NATIVE SPEAKER OF AMERICAN ENGLISH. ITS CORPUS OF APPROXIMATELY 15,000 MAIN SUBENTRIES REPRESENTS AN ESSENTIALLY COLLOQUIAL VOCABULARY INTENDED FOR A FAIRLY WIDE RANGE OF CONVERSATIONAL USAGE. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 269 PAGES. (TC)

ED 012 361 AA 000 113

HARRELL, RICHARDS. AND OTHERS
A BASIC COURSE IN MOROCCAN ARABIC. ARABIC SERIES, NUMBER EIGHT. GEORGETOWN UNIV., WASHINGTON, D.C. REPORT NUMBER NDEA-VI-145-A
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARABIC, *COURSE CONTENT, *DIALECT STUDIES, *GRAMMAR, *TRANSLATION, DISTRICT OF COLUMBIA, MOROCCO, PRONUNCIATION INSTRUCTION, VOCABULARY,
CONTRACT OEC-2-14-029

THIS BOOK CONSISTS OF TWO MAJOR PARTS, LESSONS AND DIALOGS. BOTH THE LESSONS AND THE DIALOGS ARE ACCOMPANIED THROUGHOUT WITH ENGLISH TRANSLATIONS. PRELIMINARY MATERIAL ON PRONUNCIATION, WITH DRILLS, PRECEDES THE LESSONS. APPENDED TO THE LESSONS ARE A GLOSSARY AND AN INDEX OF GRAMMATICAL POINTS COVERED. EACH LESSON CONSISTS OF FOUR PARTS—(1) TEXT, (2) GRAMMATICAL NOTES, (3) EXERCISES, AND (4) VOCABULARY. EACH TEXT CONSISTS OF A SMALL NUMBER OF PHRASES AND SENTENCES ILLUSTRATING SOME GRAMMATICAL POINT OR POINTS. THE GRAMMATICAL NOTES PROVIDE AN EXPLANATION OF THE NEW GRAMMATICAL MATERIAL INTRODUCED IN THE TEXT. THE EXERCISES ARE DESIGNED TO DRILL THE STU-

DENT ON THE NEW GRAMMAR AND VOCABULARY OF EACH LESSON. THE LESSONS ARE ORIENTED ENTIRELY TOWARD THE POINT OF TEACHING THE BASIC STRUCTURE OF THE LANGUAGE. IN ORDER NOT TO DISTRACT THE STUDENT FROM THE PRIMARY TASK OF LEARNING THE STRUCTURE OF MOROCCAN ARABIC, CONSIDERATIONS OF CULTURAL DIFFERENCES BETWEEN THE UNITED STATES AND MOROCCO HAVE BEEN AVOIDED, AND THE VOCABULARY HAS BEEN RESTRICTED TO FEWER THAN 650 BASIC ENTRIES. THE SECOND PART OF THE BOOK IS A SERIES OF 97 SHORT DIALOGS WHICH ARE DESIGNED TO PROVIDE CONVERSATIONAL MATERIAL FOR A VARIETY OF SIMPLE SOCIAL SITUATIONS. THIS BOOK IS AVAILABLE FROM THE DIRECTOR OF PUBLICATIONS, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007, 395 PAGES. (TC)

ED 012 362 AA 000 114

DYKSTRA, GERALD
TEACHING ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER--AN INVESTIGATION OF NEW CONCEPTS IN LANGUAGE LEARNING.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-HE-084-APP-1
THRU 4
PUB DATE JAN 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION SKILLS, *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, *LEARNING ACTIVITIES, *PRIMARY GRADES, BOSTON, ENGLISH INSTRUCTION, LANGUAGE AIDS, LANGUAGE GUIDES, LANGUAGE INSTRUCTION, MATERIAL DEVELOPMENT, NEW YORK CITY, VERBAL ABILITY, GRANT OEG-SAE-4-10-027

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE MATERIALS DEVELOPMENT CENTER WAS CREATED TO INITIATE AND EXPERIMENT WITH THE DEVELOPMENT OF TEACHING MATERIALS THAT WOULD MAKE USE OF UNTRIED, BUT SIGNIFICANT, LANGUAGE TEACHING CONCEPTS. THESE CONCEPTS WERE APPLIED IN A PROJECT FOR PRODUCING AND TRYING OUT INSTRUCTIONAL MATERIALS DESIGNED FOR THE FIRST 3 YEARS OF SCHOOL AND INTENDED AS A COMMON CORE OF MATERIALS FOR A WIDE RANGE OF LANGUAGE BACKGROUNDS. THE UNDERLYING ASSUMPTION USED FOR THE DEVELOPMENT OF THESE MATERIALS WAS THAT NONPREDICTABLE, PURPOSEFUL COMMUNICATION CAN BE INCORPORATED INTO INSTRUCTIONAL MATERIALS FOR THE EARLY STAGES OF SECOND OR FOREIGN LANGUAGE LEARNING, WHICH IS A DEPARTURE FROM THE USUAL PATTERN-PRACTICE FORM OF INSTRUCTION. THE NONPREDICTABLE, PURPOSEFUL COMMUNICATION WAS TO BE ACCOMPLISHED BY HAVING THE STUDENT PARTICIPATE IN A SITUATION THAT HAS A MORE DEMANDING PURPOSE THAN LANGUAGE PRACTICE AND THAT CAN BE ACCOMPLISHED ONLY BY THE APPLICATION OF NEWLY LEARNED LANGUAGE FORMS IN WAYS THAT ARE NOT PREDICTABLE BY HIS HEARERS. THE HEARERS ARE REQUIRED TO RESPOND OVERTLY TO THE SPEAKER'S LINGUISTIC SIGNALS BY SELECTING ONE OF A RANGE OF POTENTIAL RESPONSES. THE FOUR APPENDICES TO

THE REPORT CONTAIN 150 COMMUNICATION ACTIVITIES, PLAYLETS, AND IMPROVISATIONS, SONGS, AND PHYSICAL EDUCATION ACTIVITIES. AS A RESULT OF INTERNAL APPRAISAL OF THE DEVELOPED MATERIALS AND TRYOUTS IN THE UNITED STATES AND IN OTHER COUNTRIES, IT WAS DETERMINED THAT NONPREDICTABLE, PURPOSEFUL COMMUNICATION CAN BE INCORPORATED INTO INSTRUCTIONAL MATERIALS AT PRIMARY GRADE LEVELS AND THAT TAKING CHILDREN INTO EARLY FUNCTIONAL USE OF THE LANGUAGE CAN BE PEDAGOGICALLY USEFUL. THIS REPORT INCLUDES THE FOUR APPENDICES. THIS DOCUMENT WAS PUBLISHED BY TEACHERS COLLEGE, COLUMBIA UNIVERSITY, AND THE COUNCIL FOR PUBLIC SCHOOLS, INC., 1967, 1,284 PAGES. (AL)

ED 012 363 AA 000 115

CASE, H.W. ROE, A.
BASIC PROPERTIES OF AN AUTOMATED TEACHING SYSTEM. FINAL REPORT.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER R-64-29
PUB DATE JUN 64
EDRS PRICE MF-\$0.25 HC-\$0.38 22P.

DESCRIPTORS *AUTOINSTRUCTIONAL METHODS, *COMPUTER ASSISTED INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *PROGRAMED INSTRUCTION, ENGINEERING, LOS ANGELES, MODELS, PROGRAMED MATERIALS, TEACHING METHODS, GRANT OEG-7-04-138-01

THE OBJECTIVES OF THE "TEACHING SYSTEMS PROJECT" WERE (1) TO PROVIDE A COMPREHENSIVE MODEL OF THE GENERALIZED AUTOMATED TEACHING SYSTEM, (2) TO EXPRESS THIS MODEL IN MATHEMATICAL TERMS AND DETERMINE THE MAGNITUDE OF THE CONSTRAINTS, AND (3) TO EXPLORE THE COMPUTER FUNCTIONS IN AN AUTOMATED TEACHING SYSTEM. EXPERIMENTS USING VARIOUS KINDS OF PROGRAMING METHODS ARE DESCRIBED. THE CONCLUSIONS FROM THESE EXPERIMENTS LED TO THE DEVELOPMENT OF A RATIONALE FOR A STUDY OF THE ADAPTIVE ABILITY OF COMPUTERS TO MEET THE LEARNING NEEDS OF INDIVIDUAL STUDENTS. THE CONCLUSIONS WERE--(1) THE TIMES REQUIRED FOR LEARNING FROM VARIOUS METHODS OF PROGRAMED INSTRUCTION WERE SIGNIFICANTLY DIFFERENT, (2) THE METHODS OF PRESENTING PROGRAMED SELF-INSTRUCTIONAL ITEMS WERE NOT AS IMPORTANT AS THE SEQUENCING OF THE ITEMS, AND (3) BOTH LINEAR AND BRANCHING PROGRAMS COULD PRODUCE JUST AS MUCH LEARNING AT LESS COST BY USING A CARD FILE AS BY USING A COMPUTER. FURTHER INVESTIGATION WAS DEVOTED TO THE PROBLEM OF ESTABLISHING THE RATIONALE FOR INVESTIGATING THE CAPABILITY OF A COMPUTER TO CONTINUOUSLY ALTER ITS LOGIC PROGRAM OR STRATEGY DURING THE PROCESS OF STUDENT LEARNING. (AL)

ED 012 364 AA 000 116

YUSHMANOV, N.V.
THE STRUCTURE OF THE ARABIC LANGUAGE.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-128
PUB DATE 61

EDRS PRICE MF-\$0.50 HC-\$3.75 94P.

DESCRIPTORS *ARABIC, *GRAMMAR, *LINGUISTICS, *PHONOLOGY, *STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, TRANSLATION.

THE PRESENT STUDY IS A TRANSLATION OF THE WORK "STROI ARABSKOGO YAZYKA" BY THE EMINENT RUSSIAN LINGUIST AND SEMITICS SCHOLAR, N.Y. YUSHMANOV. IT DEALS CONCISELY WITH THE POSITION OF ARABIC AMONG THE SEMITIC LANGUAGES AND THE RELATION OF THE LITERARY (CLASSICAL) LANGUAGE TO THE VARIOUS MODERN SPOKEN DIALECTS, AND PRESENTS A CONDENSED BUT COMPREHENSIVE SUMMARY OF ARABIC PHONOLOGY AND GRAMMAR. PAGES FROM SAMPLE TEXTS ARE INCLUDED. THIS REPORT IS AN ENGLISH TRANSLATION BY MOSHE PERLMANN. (TC)

ED 012 365 AA 000 117

GILL, CLARK C. CONROY, WILLIAM B.
THE SOCIAL SCIENTISTS LOOK AT LATIN AMERICA--SIX POSITION PAPERS.
TEXAS UNIV., AUSTIN
REPORT NUMBER BULL-3-1967
PUB DATE JUN 67

EDRS PRICE MF-\$0.75 HC-\$7.40 185P.
DESCRIPTORS *AREA STUDIES, *ECONOMICS, *GEOGRAPHY, *HISTORY, *LATIN AMERICAN CULTURE, *SOCIOLOGY, *ANTHROPOLOGY, AUSTIN, LATIN AMERICA, POLITICAL SCIENCE.

THIS COLLECTION OF SIX POSITION PAPERS ON LATIN AMERICA WAS PREPARED BY UNIVERSITY OF TEXAS SPECIALISTS IN THE FIELD OF GEOGRAPHY, HISTORY, ECONOMICS, SOCIOLOGY, ANTHROPOLOGY, AND GOVERNMENT. EACH WAS ASKED TO WRITE A POSITION PAPER ON WHAT A HIGH SCHOOL GRADUATE, OR A REASONABLY LITERATE ADULT, OUGHT TO KNOW ABOUT LATIN AMERICA FROM THE STANDPOINT OF HIS FIELD. THEY WERE TO FOCUS ON THE BASIC IDEAS, THE KEY UNDERSTANDINGS, AND THE MAJOR GENERALIZATIONS. SUPPORTING DETAILS AND EXAMPLES WERE TO BE USED ONLY TO ILLUSTRATE THE LARGER IDEAS WITH NO INTENT OF PROVIDING AN EXHAUSTIVE TREATMENT. THE VIEWS EXPRESSED BY THESE EXPERTS AS TO WHAT IS IMPORTANT TO KNOW ABOUT LATIN AMERICA REPRESENT THEIR OWN PERSONAL JUDGMENTS. (TC)

ED 012 366 AA 000 118

SHEARER, JAMES W. BRIGGS, LESLIE J.
LONG-TERM RETENTION OF SOCIAL SCIENCE MATERIAL PRESENTED BY PROGRAMED AND CONVENTIONAL METHODS.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-D49-11/63-TR
PUB DATE NOV 63

EDRS PRICE MF-\$0.35 HC-\$1.04 26P.

DESCRIPTORS *CONVENTIONAL INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *PROGRAMED INSTRUCTION, *RETENTION STUDIES, *SOCIAL STUDIES UNITS, COMPARATIVE ANALYSIS, PALO ALTO, SECONDARY SCHOOL STUDENTS. THE EFFECTS OF USING A COMBINATION OF PROGRAMED INSTRUCTION AND CONVENTIONAL TEACHING PROCEDURES ON RETENTION OF SOCIAL SCIENCE MATERIAL WERE STUDIED. THE ORIGINAL LEARNING MATERIAL PERTAINED TO THE PRESIDENT AND THE NATIONAL

ADMINISTRATION. MEASURES OF RETENTION WERE OBTAINED BY READMINISTERING AN 80-ITEM CRITERION TEST (APPENDED TO THE REPORT) 19 WEEKS AFTER THE INITIAL ADMINISTRATION. A TOTAL OF 150 SECONDARY STUDENTS PARTICIPATED IN THE ORIGINAL STUDY, AND OF THESE, 124 TOOK THE DELAYED RETENTION TEST. THE FOLLOWING RESULTS WERE OBTAINED—(1) GROUPS WHICH USED PROGRAMING DID NOT DIFFER SIGNIFICANTLY FROM GROUPS TAUGHT IN THE CONVENTIONAL MANNER AT EITHER THE COLLEGE-PREPARATORY OR GENERAL LEVEL, (2) EACH OF SIX GROUPS TESTED EXHIBITED A SIGNIFICANT DROP IN MEAN RETENTION SCORE, AND (3) VARIATIONS IN TEACHER PRESENTATION STYLE DID NOT AFFECT RETENTION. (JH)

ED 012 367 AA 000 119

BHATTACHARJI, SOMDEV
INTRODUCTORY BENGALI READER—AN INTRODUCTION TO BENGALI, PART II.
CHICAGO UNIV., ILL.
REPORT NUMBER NDEA-VI-154-PT-2
PUB DATE DEC 61
EDRS PRICE MF-\$1.75 HC-\$16.68 417P.
DESCRIPTORS *BENGALI, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *LITERATURE GUIDES, CHICAGO,
CONTRACT QEC-SAE-8707

THIS BOOK OF INTRODUCTORY BENGALI READINGS WAS COMPILED FOR THE USE OF LANGUAGE STUDENTS. IT IS PRIMARILY BASED ON THE FOLLOWING PREMISES—(1) THE READING MATERIAL OF A FOREIGN LANGUAGE TEXT MUST NOT ONLY BE GRADED BUT ALSO MEANINGFUL AND INTERESTING, (2) THE MATERIAL SHOULD GIVE THE STUDENT A GREATER APPRECIATION OF THE LIFE, WAYS OF THINKING, CULTURE, AND HISTORY OF THE PEOPLE WHOSE LANGUAGE HE IS READING, (3) THE MATERIAL SHOULD BE SO PRESENTED THAT THE STUDENT FEELS THAT HE IS LEARNING THE LANGUAGE WITH EASE AND PLEASURE RATHER THAN STRUGGLING THROUGH, (4) RULES SHOULD BE GIVEN AS A GUIDE TO THE PRONUNCIATION, AND (5) THE STUDENT SHOULD BE PREPARED FOR THE READING OF EMINENT BENGALI AUTHORS. (TC)

ED 012 368 AA 000 120

BAHL, KALI C.
A REFERENCE GRAMMAR OF HINDI, A STUDY OF SOME SELECTED TOPICS IN HINDI GRAMMAR.
CHICAGO UNIV., ILL.
REPORT NUMBER BR-5-1281
PUB DATE 67
EDRS PRICE MF-\$2.25 HC-\$21.28 532P.
DESCRIPTORS *GRAMMAR, *HINDI, *LANGUAGE INSTRUCTION, *LINGUISTICS, *SYNTAX, CHICAGO, DEEP STRUCTURE,
CONTRACT OEC-5-14-039

A REFERENCE GRAMMAR WAS COMPILED FOR MODERN STANDARD HINDI GRAMMAR. THIS GRAMMAR IS BASED UPON A VIEW THAT HINDI IS A LITERARY LANGUAGE, AND THAT ITS SYNTAX SHOULD THEREFORE BE STUDIED NOT ONLY AS THE SYNTAX OF A COLLOQUIAL LANGUAGE BUT ALSO AS THE SYNTAX OF A LITERARY LANGUAGE. THE MATERIAL FOR THE STUDY WAS TAKEN FROM LITERARY TEXTS. SOME EXPERIMENTAL APPROACHES WERE USED TO COMBINE A

SYNTACTIC DESCRIPTION WITH A SEMANTIC DESCRIPTION AND TO REVEAL, AT THE SAME TIME, THE DEEP STRUCTURE OF THE LANGUAGE. MANY EXAMPLES WERE INCLUDED AS ILLUSTRATIONS. THE FOLLOWING TOPICS WERE OMITTED—(1) A MORPHOLOGICAL DESCRIPTION OF NOUNS, VERBS, AND ADJECTIVES, (2) A CLASSIFICATION OF ADJECTIVES AND ADVERBS, (3) AN INVENTORY OF POSTPOSITIONS, AND (4) AN ACCOUNT OF VARIOUS PROCESSES OF WORD FORMATION. (AL)

ED 012 369 AA 000 121

MATTEMAN, MARCIENE S.
AN EVALUATION OF THE EFFECTS OF AN ENRICHMENT PROGRAM ON SIX YEAR OLD CHILDREN.
TEMPLE UNIV., PHILADELPHIA, PA.
REPORT NUMBER CRP-5-316
PUB DATE 66
EDRS PRICE MF-\$1.25 HC-\$11.68 292P.

DESCRIPTORS *COMPENSATORY EDUCATION, *CULTURALLY DISADVANTAGED, *ENRICHMENT PROGRAMS, *GRADE 1, *LANGUAGE ABILITY, CONTROL GROUPS, EXPERIMENTAL GROUPS, PHILADELPHIA,

THIS STUDY WAS AN EXPERIMENTAL INVESTIGATION OF THE EFFECTS OF AN ENRICHMENT PROGRAM ON A SELECTED GROUP OF FIRST GRADERS. ITS PURPOSE WAS TO DETERMINE WHETHER CHILDREN EXPERIENCING THE EXPERIMENTAL CONDITIONS SHOWED GREATER GROWTH IN INTELLIGENCE AND ACHIEVEMENT AND GREATER USE OF FUNCTIONAL LANGUAGE THAN A CONTROL GROUP AT THE END OF ONE SCHOOL YEAR. AN ADDITIONAL OBJECTIVE WAS THE ANALYSIS OF ORAL LANGUAGE WITH REFERENCE TO STRUCTURAL PATTERN, VOCABULARY, AND FLUENCY. THE SUBJECTS WERE 141 FIRST GRADERS IN TWO PHILADELPHIA SCHOOLS, BOTH OF WHICH WERE LOCATED IN LOW SOCIOECONOMIC AREAS. ONE-HALF OF THE CHILDREN RECEIVED A SUPPLEMENTARY ENRICHMENT PROGRAM AND THE REMAINDER, AT ANOTHER SCHOOL, SERVED AS A CONTROL. THE INDEPENDENT VARIABLE WAS THE MULTISENSORY COMPENSATORY EDUCATION PROGRAM TO FACILITATE GROWTH IN CONCEPT DEVELOPMENT ADMINISTERED 2 HOURS WEEKLY TO THE EXPERIMENTAL GROUP AS A SUPPLEMENT TO CLASSROOM INSTRUCTION. THE AUTHOR CONCLUDED THAT THE COMPENSATORY EDUCATION TREATMENT (1) DID NOT PRODUCE GREATER GROWTH IN INTELLIGENCE, WORD KNOWLEDGE SKILLS, OR WORD DISCRIMINATION SKILLS, (2) DID NOT AFFECT USE OF FUNCTIONAL LANGUAGE, AND (3) DID NOT PRODUCE A SIGNIFICANT DIFFERENCE IN ARITHMETIC SKILLS. IN ADDITION, IT WAS CONCLUDED THAT READING ABILITY WAS SIGNIFICANTLY AFFECTED BY MENTAL ABILITY, TREATMENT, AND THE INTERACTION OF THESE TWO VARIABLES. (AL)

ED 012 370 AA 000 122

MILLER, DONALD M. AND OTHERS
MULTIVARIATE PROCEDURES FOR STRATIFYING SCHOOL DISTRICTS. FINAL REPORT.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER BR-5-8043
PUB DATE MAR 67
EDRS PRICE MF-\$0.75 HC-\$7.04 176P.

DESCRIPTORS *EDUCATIONAL STRATEGIES, *ORGANIZATION, *SCHOOL DEMOGRAPHY, *SCHOOL DISTRICTS, *STATISTICAL ANALYSIS, DATA PROCESSING, EDUCATIONAL RESEARCH, MADISON, POPULATION DISTRIBUTION, STATISTICAL STUDIES.

RESEARCH WAS CONDUCTED ON THE PROBLEM OF CONSTRUCTING SCHOOL DISTRICT CLASSIFICATION SCHEMES TO DESCRIBE AND DEMONSTRATE AN APPROACH TO CLASSIFICATION AND ACCREDITATION WHICH TAKES INTO ACCOUNT THE INDIVIDUAL CHARACTERISTICS OF EACH DISTRICT. PART 1 OF THE REPORT DISCUSSED THE SCIENTIFIC ISSUES AND CONCEPTS CONCERNING SCHOOL DISTRICTS AS A POPULATION OF ORGANIZATIONAL ENTITIES, ALONG WITH THE TECHNICAL AND STATISTICAL PROBLEMS INVOLVED IN STUDYING A SAMPLE OF THESE ENTITIES. PART 2 PRESENTED THE STATISTICAL METHODS AND TECHNIQUES APPROPRIATE FOR THE STUDY OF A POPULATION OF SCHOOL DISTRICTS AND THE DATA PROCESSING TECHNIQUES NECESSARY FOR MANIPULATION OF AVAILABLE INFORMATION. PART 3 PROVIDED SEVERAL EXEMPLARY APPLICATIONS WHICH DEMONSTRATE THE BROAD UTILITY OF THE APPROACH AND THE FLEXIBILITY OF THE GENERAL PROCEDURES WHEN APPLIED TO SPECIFIC RESEARCH PROBLEMS. (GD)

ED 012 371 AA 000 123

WILLINGHAM, JOHN R.
A "CORRESPONDENCE-TUTORIAL" METHOD OF TEACHING FRESHMAN-COLLEGE COMPOSITION.
KANSAS UNIV., LAWRENCE
REPORT NUMBER BR-5-0795
PUB DATE APR 67
EDRS PRICE MF-\$0.25 HC-\$2.06 52P.
DESCRIPTORS *COLLEGE STUDENTS, *COMPOSITION (LITERARY), *CORRESPONDENCE STUDY, *PILOT PROJECTS, *TUTORING, LAWRENCE,
CONTRACT OEC-SAE-4-10-009

ALTERNATIVES TO THE TRADITIONAL METHOD OF TEACHING FRESHMAN COLLEGE COMPOSITION IN A LARGE UNIVERSITY WERE TESTED IN A 4-YEAR STUDY. THIS PILOT PROJECT EXPLORED THE FEASIBILITY OF COMBINING CORRESPONDENCE METHODS WITH RESIDENT COURSES IN FRESHMAN COMPOSITION AS A MEANS OF HANDLING PROJECTED INCREASES IN ENROLLMENT AT THE COLLEGE-FRESHMAN LEVEL. THIS USE OF THE CORRESPONDENCE-TUTORIAL METHOD WAS SELECTED FOR STUDY BECAUSE IT OFFERED PROMISE OF CHALLENGING, FLEXIBLE INSTRUCTION FOR LARGE GROUPS OF STUDENTS, OF EFFECTING SAVINGS OF SPACE, AND OF USING COMMUNITY TALENT AS LAY-READERS OF THEMES. THE EXPERIMENTAL GROUP IN THE CORRESPONDENCE-TUTORIAL COURSE ATTENDED ONE PROFESSOR-TAUGHT, EVENING SESSION PER WEEK. A TRADITIONAL-CONTROL GROUP WAS FORMED FROM STUDENTS IN THE REGULAR FRESHMAN COMPOSITION COURSE, AND AN EXEMPT-CONTROL GROUP WAS MADE UP OF STUDENTS EXCUSED FROM FIRST-SEMESTER COMPOSITION REQUIREMENTS. TESTS WERE ADMINISTERED TO THE THREE GROUPS AT THE BEGINNING AND END OF THE SEMESTER, AND PAPERS FROM THE GROUPS WERE EVALUATED AND COMPARED. FROM THE RESULTS, THE INVESTIGATOR CONCLUDED (1) THERE WAS NO SIGNIFICANT DIFFERENCE IN THE RESULTS PRO-

DUCTED BY THE THREE METHODS AND (2) THE CORRESPONDENCE-TUTORIAL METHOD WAS A FEASIBLE METHOD FOR USE IF INCREASED ENROLLMENTS MADE THE TRADITIONAL METHOD IMPRACTICAL. (AL)

ED 012 372

AA 000 124

RONNEY, MAURICE W.
ELECTROMECHANICAL TECHNOLOGY. A FIELD STUDY OF ELECTROMECHANICAL TECHNICIAN OCCUPATIONS, PART I. A POST-HIGH SCHOOL TECHNICAL CURRICULUM, PART II. (TITLE SUPPLIED)
OKLAHOMA STATE UNIV., STILLWATER, SCH. OF IND. ED.
REPORT NUMBER BR-5-0158-PT-1-2
PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$3.96 99P.
DESCRIPTORS *CURRICULUM DEVELOPMENT, *ELECTROMECHANICAL TECHNOLOGY, *INTERVIEWS, *OCCUPATIONS, *TECHNICAL EDUCATION, *QUESTIONNAIRES, STILLWATER, CONTRACT OEC-6-85-057

A FIELD STUDY OF THE ELECTROMECHANICAL TECHNICIAN OCCUPATION WAS CONDUCTED IN TWO STAGES. IN THE FIRST PHASE, PERSONAL INTERVIEWS WERE CONDUCTED IN 26 INDUSTRIAL ORGANIZATIONS SELECTED BY SIZE, PRINCIPAL ACTIVITY, AND GEOGRAPHICAL DISTRIBUTION. IN THE SECOND PHASE, A BRIEF QUESTIONNAIRE WAS USED TO OBTAIN A BROAD SAMPLE OF THE QUANTITATIVE NEED FOR ELECTROMECHANICAL TECHNICIANS. IN GENERAL, THE STUDY SUCCEEDED IN ITS MAJOR OBJECTIVES OF IDENTIFYING OCCUPATIONAL AND EDUCATIONAL NEEDS IN THE NEW AND EMERGING OCCUPATION OF ELECTROMECHANICAL TECHNOLOGY. THE RESULTS OF THE STUDY INDICATED A CLEAR AND PRESSING NEED FOR EXPERIMENTATION AND INNOVATION IN THE DEVELOPMENT OF TECHNICAL EDUCATION FOR NEW AND EMERGING OCCUPATIONS. THE EVIDENCE POINTED TO A SPECIFIC NEED FOR NEW TRAINING PROGRAMS IN ELECTROMECHANICAL TECHNOLOGY. THE INFORMATION OBTAINED WAS USED TO PREPARE A BASIC CURRICULUM PLAN FOR A 2-YEAR, POST-HIGH SCHOOL PROGRAM IN ELECTROMECHANICAL TECHNOLOGY. THE CURRICULUM IS PRESENT IN PART II OF THIS REPORT. (TC)

ED 012 373

AA 000 125

NEIDT, CHARLES O.
USE OF VIDEOTAPED INSTRUCTIONAL TELEVISION FOR TEACHING STUDY SKILLS IN A UNIVERSITY SETTING.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER BR-5-0827
PUB DATE 31 DEC 66

EDRS PRICE MF-\$0.50 HC-\$3.92 98P.
DESCRIPTORS *INSTRUCTIONAL TECHNOLOGY, *LECTURE, *STUDY SKILLS, *TELEvised INSTRUCTION, *VIDEO TAPE RECORDINGS, ASSIGNMENTS, COLLEGE STUDENTS, FORT COLLINS, GRANT OEG-7-15-0050-286

THE PRESENT STUDY WAS UNDERTAKEN TO ASSESS THE DESIRABILITY OF USING VIDEOTAPED INSTRUCTION TO SOLVE THE PROBLEM OF PROVIDING UNIFORMLY CONSISTENT STUDY SKILLS COURSES TO UNIVERSITY STUDENTS. THIS FIRST PHASE INVOLVED PRODUCING TEN 30-MINUTE VIDEOTAPED LECTURES. THE SECOND PHASE CONSISTED OF OFFERING THE VIDEOTAPED COURSE TO

NINE GROUPS THROUGHOUT FOUR ACADEMIC QUARTERS. APPROXIMATELY 700 STUDENTS TOOK PART IN THE STUDY. ONLY 20 PERCENT OF THE PARTICIPATING STUDENTS INDICATED THEY WOULD PREFER CONVENTIONAL LECTURES IN CONTRAST TO 25 PERCENT WHO INDICATED THEY LIKED THE TELEVISION PRESENTATION. THE FOLLOWING CONCLUSIONS WERE REACHED: (1) STUDENTS REACT FAVORABLY TO STUDY SKILLS MATERIALS PRESENTED VIA VIDEOTAPED TELEVISION INSTRUCTION, (2) VIDEOTAPED TELEVISION INSTRUCTION IS AN EFFECTIVE MEANS FOR RAPIDLY GROWING UNIVERSITIES TO MEET THE NEEDS OF THEIR STUDENTS IN THE STUDY SKILLS AREA, (3) LOWER-CLASS STUDENTS WITH AVERAGE OR LOWER ACHIEVEMENT REFLECT THE GREATEST BENEFITS FROM ENROLLING IN A VIDEOTAPED STUDY SKILLS COURSE, (4) THE LEARNING OF STUDY SKILLS MATERIAL IS ENHANCED WHEN STUDENTS ARE GIVEN MEANINGFUL ASSIGNMENTS TO PERFORM IN THE CLASSROOM FOLLOWING A VIDEOTAPED LECTURE ON STUDY SKILLS, (5) VIDEOTAPED STUDY SKILLS INSTRUCTION CAN BE OFFERED SUCCESSFULLY THROUGHOUT THE DAY, AS WELL AS DURING THE EVENING HOURS, AND (6) CREDIT IS NOT A NECESSARY CONDITION FOR SUCCESSFUL STUDY SKILLS EXPERIENCES. (TC)

ED 012 374

AA 000 126

EBOCH, SIDNEY C.
IMPLEMENTATION OF RESEARCH STRATEGIES AND TACTICS FOR DEMONSTRATIONS OF NEWER MEDIA.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER BR-5-0264
PUB DATE SEP 66

EDRS PRICE MF-\$0.75 HC-\$6.92 173P.
DESCRIPTORS *AUDIOVISUAL AIDS, *DEMONSTRATION PROJECTS, *FILMS, *FILMSTRIPS, *INSTRUCTIONAL TECHNOLOGY, AUDIOVISUAL INSTRUCTION, COLUMBUS, PROJECT DISCOVERY, CONTRACT OEC-5-16-016

A DEMONSTRATION PROJECT, KNOWN AS "PROJECT DISCOVERY," WAS CREATED AND OPERATED BY FOUR SCHOOL DISTRICTS AND SEVERAL PARTICIPATING COMMERCIAL AUDIOVISUAL PRODUCTS MANUFACTURERS. THE PURPOSE OF THE DEMONSTRATION WAS TO CREATE SINGLE-BUILDING AUDIOVISUAL FACILITIES WHICH WOULD ELIMINATE MOST OF THE LOGISTICAL AND TECHNICAL PROBLEMS ASSOCIATED WITH THE USE OF MOTION PICTURES AND FILMSTRIPS IN CLASSROOMS. IN EACH BUILDING, EVERY CLASSROOM WAS EQUIPPED WITH AN AUTOMATIC-THREADING MOTION PICTURE PROJECTOR, AND AN AUTOMATIC-THREADING FILMSTRIP PROJECTOR, A PROJECTOR CART, A PROJECTION SCREEN, ROOM-LIGHT CONTROLS, AND ELECTRICAL MODIFICATIONS AS NECESSARY. IN EACH BUILDING, A GENERAL LIBRARY OF APPROXIMATELY 500 FILMS AND APPROXIMATELY 750 FILMSTRIPS WAS PLACED FOR THE EXCLUSIVE USE OF THE 20 TO 30 TEACHERS IN THE BUILDING. TEACHERS WERE FREE TO USE THE MATERIALS AND EQUIPMENT IN THE MANNER AND AMOUNT OF THEIR CHOICE. THE RESULTS OF THE STUDY SHOWED THE OBJECTIVES OF THE PROJECT WERE ACHIEVED IN THAT ALMOST ALL TEACHERS IN ALL SCHOOLS WERE ABLE TO OBTAIN AND USE THE MEDIA LIBRARY AND EQUIPMENT AVAILABLE IN

EACH BUILDING. SOME DIFFICULTIES WERE FOUND IN ESTABLISHING THE MEDIA LIBRARY AND IN PROVIDING SUFFICIENT INFORMATION SERVICE RELATED TO THE MEDIA COLLECTION. POSITIVE BENEFITS FROM THE PROJECT WERE FOUND IN EFFECTS ON CURRICULUM, ON STUDENTS, AND ON SCHOOL MORALE. (TC)

ED 012 375

AA 000 127

HAFFNER, ALDEN N.
SOCIAL BACKGROUNDS, ATTITUDES AND OUTLOOKS OF OPTOMETRIC PRACTITIONERS IN NEW YORK STATE.
OPTOMETRIC CENTER OF NEW YORK, N.Y.
REPORT NUMBER BR-5-8242
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.32 58P.

DESCRIPTORS *OCCUPATIONAL SURVEYS, *OPTOMETRISTS, *PROFESSIONAL SERVICES, *SOCIOECONOMIC BACKGROUND, *STATISTICAL ANALYSIS, BEHAVIOR STANDARDS, NEW YORK CITY, OCCUPATIONAL CHOICE, QUESTIONNAIRES, SELF CONCEPT, WORK ATTITUDES,

AN EVALUATION OF THE SOCIOECONOMIC BACKGROUND OF OPTOMETRISTS IN NEW YORK STATE WAS MADE AND WAS RELATED TO DEVELOPED ATTITUDES ON COMMERCIALISM AND PROFESSIONALISM. THE STUDY WAS MADE TO DEVELOP A SOCIAL INDEX OF PROFESSIONALISM, TO DEVELOP AN UNDERSTANDING OF THE SOCIAL BACKGROUNDS THAT PRODUCE PRACTITIONERS WITH THE HIGHEST PRINCIPLES OF SOCIAL ETHICS, AND TO PROVIDE DATA FOR FURTHER RESEARCH IN THE AREA OF STUDENT SELECTION AND STUDENT EDUCATIONAL ACCULTURATION. OVER 55 PERCENT OF THE 1,640 OPTOMETRISTS PRACTICING IN THE STATE OF NEW YORK RESPONDED TO A MAILED QUESTIONNAIRE. A FACTOR ANALYSIS WAS MADE OF THE DATA GATHERED. FOR THE 83 INDEPENDENT VARIABLES, 12 FACTORS WERE IDENTIFIED, AND FOUR DEPENDENT FACTORS WERE DETERMINED FOR THE 60 DEPENDENT VARIABLES. RESULTS OF THE STUDY SHOWED THAT THE MOST SIGNIFICANT STATISTICAL FACTOR IN DEVELOPING AN UNDERSTANDING OF THE SOCIAL BACKGROUND THAT PRODUCES HIGH PRINCIPLES OF PROFESSIONAL ETHICS WAS MEMBERSHIP IN THE NEW YORK OPTOMETRIC ASSOCIATION. THE AUTHOR CONCLUDED THAT MEMBERSHIP IN THAT ORGANIZATION TENDS TO FOSTER RELATIONSHIPS AND IDEALS THAT ARE CONSISTENT WITH A HIGHER LEVEL OF PROFESSIONALISM. (AL)

ED 012 376

AA 000 128

BHOLA, HARBANS S. BLANKE, VIRGILE E.
A REPORT OF CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE (WASHINGTON, D.C., NOVEMBER 8-10, 1965).
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER BR-5-1087
PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL PLANNING, *INFORMATION DISSEMINATION, *TAXONOMY, *WORKSHOPS, COLUMBUS, CONFERENCE, EDUCATIONAL RESEARCH, EDUCATIONAL STRATEGIES, MODELS, PROGRAM IMPROVEMENT, CONTRACT OEC-5-10-307

A REPORT WAS MADE OF A 3-DAY WORKING CONFERENCE ON STRATEGIES FOR

EDUCATIONAL CHANGE. EIGHT PAPERS ON THE ASPECTS OF PLANNED EDUCATIONAL CHANGE WERE COMMISSIONED AND PRESENTED AT THE CONFERENCE. THE CONFERENCE ALSO DISCUSSED EXISTING RESEARCH FINDINGS AND CONCEPTUAL FRAMEWORKS RELATING TO CHANGE IN EDUCATION AND OTHER SOCIAL PROCESS FIELDS. IN ADDITION, NINE CONFERENCE NEWSLETTERS APPEARING ON A MONTHLY BASIS HELPED TO DISSEMINATE THE FINDINGS OF THE CONFERENCE. THE NEED FOR A WELL-DEFINED AND PROPERLY DIFFERENTIATED TAXONOMY WAS GENERALLY FELT. DETAILED DISCUSSIONS OF EDUCATIONAL PHILOSOPHY, INNOVATION, RESOURCES, TRENDS, POLICY, AND ROLES WERE PRESENTED. FOUR MODELS FOR UNDERSTANDING EDUCATIONAL CHANGE WERE SUBMITTED AND DISCUSSED. IT WAS PROPOSED THAT A SELECTIVE AND CONTINUING SEMINAR BE INSTITUTED TO WHICH RESEARCH PAPERS MIGHT BE SUBMITTED AND THEN DISSEMINATED, UNENCUMBERED BY THE TIME RESTRICTIONS OF A REGULAR CONFERENCE. (GD)

ED 012 377 AA 000 129
SCHMITT, MARSHALL L. AND OTHERS
INDUSTRIAL ARTS—AN ANALYSIS OF 39
STATE CURRICULUM GUIDES, 1953-1958.
OFFICE OF EDUCATION, WASHINGTON,
D.C.

REPORT NUMBER OE-33019

PUB DATE 61

EDRS PRICE MF-\$6.50 HC-\$3.48 87P.

DESCRIPTORS *INDUSTRIAL ARTS, *INSTRUCTIONAL MATERIALS, *STATE CURRICULUM GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL EDUCATION, DISTRICT OF COLUMBIA, JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS.

INSTRUCTIONAL TOPICS ARE REPORTED FOR SEVEN SUBJECT AREAS IN INDUSTRIAL ARTS FOR THE JUNIOR AND SENIOR HIGH SCHOOLS REPRESENTING 39 STATE CURRICULUM GUIDES AND 22 STATES. EMPHASIS IDENTIFIER IS THE FREQUENCY OF MENTION FOR EACH TOPIC BASED ON THE NUMBER OF GUIDES AND THE NUMBER OF STATES REPORTING EACH TOPIC. EXAMPLES SHOW THE MANNER IN WHICH THE INSTRUCTIONAL CONTENT IS PRESENTED IN THE STATE GUIDES. INCLUDED WITH EACH EXAMPLE IS THE STATE PATTERN OF ORGANIZATION FOR INDUSTRIAL ARTS. MAIN ELEMENTS IN THE CURRICULUM GUIDES ARE (1) FOREWORD, (2) PURPOSE AND PHILOSOPHY OF INDUSTRIAL ARTS, (3) GENERAL OBJECTIVES OF INDUSTRIAL ARTS, (4) INSTRUCTIONAL CONTENT, (5) ADMINISTRATIVE FACTORS, (6) LABORATORY (SHOP) PLANNING, (7) LIST OF TOOLS AND EQUIPMENT, (8) SAFETY, (9) EVALUATIONS, (10) METHODS OF TEACHING, (11) PUBLIC RELATIONS, AND (12) GENERAL BIBLIOGRAPHY. SUGGESTIONS CONTAIN A PROPOSAL TO IMPROVE THE INDUSTRIAL ARTS PROGRAM. A TEACHING PLAN IS PROVIDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.45. (TC)

ED 012 378 AA 000 130
THE STATES REPORT—THE FIRST YEAR OF
TITLE I, ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965.

OFFICE OF EDUCATION, WASHINGTON,
D.C.

PUB DATE 66

EDRS PRICE MF-\$6.75 HC-\$5.00 140P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *EDUCATIONALLY DISADVANTAGED, *FEDERAL AID, *FINANCIAL SUPPORT, *PROGRAM EVALUATION, *SCHOOL FUNDS, DATA PROCESSING, DISTRICT OF COLUMBIA, EDUCATIONAL PROGRAMS, ESEA TITLE I, EVALUATION METHODS, GUIDELINES, PROGRAM ADMINISTRATION, RECORDS (FORMS).

THE OPERATIONS AND PROGRAMS CONDUCTED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT FOR THE EDUCATION OF DISADVANTAGED CHILDREN ARE DESCRIBED IN A SUMMARY OF THE INDIVIDUAL REPORTS SUBMITTED BY 50 STATES, THREE TERRITORIES, AND THE DISTRICT OF COLUMBIA. THE REPORTS, PREPARED IN RESPONSE TO A U.S. OFFICE OF EDUCATION (USOE) REQUEST FOR THE STATE ANNUAL EVALUATION REPORTS, COVER TITLE I ACTIVITIES FOR THE FISCAL YEAR ENDING JUNE 30, 1966. THE ACT PROVIDES FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR SPECIAL PROGRAMS FOR DISADVANTAGED CHILDREN IN AREAS HAVING HIGH CONCENTRATIONS OF LOW-INCOME FAMILIES. PROJECTS ARE PLANNED, ADMINISTERED, AND EXECUTED BY LOCAL SCHOOLS AFTER STATE APPROVAL. BROAD GUIDELINES FOR ADMINISTRATION OF THE FUNDS WERE GIVEN BY THE FEDERAL GOVERNMENT TO INSURE THE MONEY WOULD BE SPENT FOR CHILDREN OF POVERTY AS CONGRESS INTENDED. ALTHOUGH NEARLY ALL OF THE STATES DISTRIBUTED THE USOE REPORTING FORMS TO LOCAL AGENCIES, THE RETURNS WERE NOT OF SUFFICIENT QUALITY TO MAKE AN ACCURATE EVALUATION OF THE EFFECTIVENESS OF TITLE I PROGRAMS. ALTHOUGH APPROXIMATELY 92 PERCENT OF THE LOCAL EDUCATIONAL AGENCIES MET THE CRITERIA FOR ELIGIBILITY, APPROXIMATELY 30 PERCENT OF THE ELIGIBLE AGENCIES DID NOT PARTICIPATE IN TITLE I. EXPENDITURES TOTALED ABOUT 84 PERCENT OF THE ALLOCATIONS. THE AVERAGE EXPENDITURE PER PUPIL OF THE 8.3 MILLION SERVED WAS \$119, BUT RANGED FROM \$25 TO \$227. DETAILED INFORMATION ON USES OF THE ALLOTTED FUNDS ARE INCLUDED IN THE REPORT. (AL)

ED 012 379 AA 000 131
PFEFFER, J. ALAN
EVOLUTION OF THE BASIC SPOKEN GERMAN WORD LIST. PRELIMINARY EDITION.
PITTSBURGH UNIV., PA.
REPORT NUMBER NDEA-VI-111
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GERMAN, *LANGUAGE INSTRUCTION, *LINGUISTICS, *SPEECH, *TRANSLATION, *WORD LISTS, PITTSBURGH.

CONTRACT OEC-2-14-036

THIS REPORT SETS FORTH IN DETAIL THE PROCEDURES OF THE INVESTIGATION MADE TO PRODUCE A "BASIC SPOKEN GERMAN WORD LIST," PUBLISHED IN 1964 BY PRENTICE-HALL, INCORPORATED. THE WORD LIST WAS PRODUCED TO PROVIDE BASIC SOURCE MATERIAL FOR THE MOVEMENT SUPPORTED BY THE NATIONAL DEFENSE EDUCATION ACT TO TEACH THE SPOKEN LANGUAGE AND THE RELATED SKILLS IN THE SEQUENCE OF

LISTENING-SPEAKING-READING-WRITING. THE STEPS TAKEN TO COLLECT SAMPLES OF REPRESENTATIVE SPEECH FROM VARIOUS SECTIONS OF GERMANY, AUSTRIA, AND THE CANTONS OF SWITZERLAND BY TAPE RECORDINGS ARE DESCRIBED, ALONG WITH AN ACCOUNT OF OBTAINING LISTS OF UTILITY WORDS FROM BOYS AND GIRLS OF 15 TO 16 YEARS OF AGE WHO FURNISHED, BY SPONTANEOUS ASSOCIATION, LISTS OF WORDS RELATIVE TO DIVERSE SUBJECTS. ALSO DETAILED, ARE THE METHODS OF USING DATA PROCESSING TECHNIQUES TO SELECT THE WORDS TO BE INCLUDED IN THE BASIC LIST AND TO DETERMINE THE FREQUENCY OF USE OF EACH WORD. THE RESULTING WORD LIST CONSISTS OF A TOTAL VOCABULARY OF 1,289 WORDS LISTED, NOT ONLY ALPHABETICALLY AND SYNTACTICALLY, BUT ALSO IN TERMS OF FREQUENCY AND BY SOURCE OF ORIGIN. RELATED DOCUMENTS ARE AA 000 101 (THE GERMAN WORD LIST) AND AA 000 102 (LIST OF ENGLISH EQUIVALENTS). THIS REPORT WAS PUBLISHED BY THE INSTITUTE FOR BASIC GERMAN, UNIVERSITY OF PITTSBURGH, 1963, 88 PAGES. (AL)

ED 012 380 AA 000 132
CHILD, IRVIN L. AND OTHERS
BASES OF SCHOOL CHILDREN'S ESTHETIC JUDGMENT AND ESTHETIC PREFERENCE.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER CRP-2840
PUB DATE JUN 67

EDRS PRICE MF-\$6.75 HC-\$6.72 168P.

DESCRIPTORS *ART APPRECIATION, *CHILD DEVELOPMENT, *CULTURAL ENRICHMENT, *CULTURAL FACTORS, *PERSONAL VALUES, NEW HAVEN, CONTRACT OEC-5-10-048

RESEARCH INTO CHILDREN'S ART PREFERENCES AND THEIR RELATION TO THE ESTHETIC MERIT OF ART AS JUDGED BY EXPERTS WAS DESCRIBED IN THIS REPORT THAT IS MADE UP OF NINE ARTICLES, ORIGINALLY PREPARED FOR PUBLICATION IN SCHOLARLY JOURNALS, AND A SUMMARY OF THE FINDINGS. THE GENERAL TOPICS CONSIDERED WERE (1) REASONS CHILDREN GIVE FOR THEIR PREFERENCES, (2) ASSESSMENT OF SPECIFIC ASPECTS OF ESTHETIC VALUE IN VISUAL ART, (3) DETERMINANTS OF CHILDREN'S ART PREFERENCES AND OF THEIR AGREEMENT WITH EXPERT ESTHETIC JUDGEMENT (SENSORY QUALITIES, EMOTIONAL QUALITIES, ABUNDANCE, SIMPLIFICATION), (4) AGE AND SEX DIFFERENCES IN CHILDREN'S COLOR PREFERENCES, AND (5) TRANSCULTURAL COMPARISONS OF ESTHETIC JUDGEMENT AND ART PREFERENCE. FROM THE FINDINGS OF THE STUDIES, THE INVESTIGATORS CONCLUDED THERE WAS EVIDENCE THAT (1) ESTHETIC APPRECIATION IS AT LEAST PARTLY BASED ON HUMAN UNIVERSALS RATHER THAN ON ARBITRARY TRADITIONS OF THE CULTURALLY ELITE, AND (2) AN ESTHETIC APPROACH APPEARS NOT TO BE CONGENIAL TO MANY. PERHAPS MOST, PEOPLE. THE AUTHORS SUGGESTED THAT ART EDUCATION IN GENERAL SCHOOLING SHOULD GIVE OPPORTUNITY AND ENCOURAGEMENT FOR DEVELOPMENT OF ESTHETIC APPRECIATION, BUT AT THE SAME TIME SHOULD OFFER OPPORTUNITY FOR THE DEVELOPMENT OF VERY DIFFERENT APPROACHES TO ART. (AL)

ED 012 381 AA 000 133

REYNOLDS, JAMES H.
EXPLORATIONS OF THE RELATIONSHIPS
BETWEEN UNDERSTANDING AND DRILL IN
THE LEARNING PROCESS.
COLGATE UNIV., HAMILTON, N.Y.
REPORT NUMBER CRP-S-442
PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$1.35 34P.

DESCRIPTORS *AUDITORY PERCEPTION, *COGNITIVE MEASUREMENT, *LEARNING PROCESSES, *ROTE LEARNING, COMPARATIVE TESTING, EDUCATIONAL EXPERIMENTS, HAMILTON, INHIBITION, INSTRUCTIONAL TECHNOLOGY, INTERACTION, PERCEPTION TESTS, TRANSFER OF TRAINING.

FIVE EXPERIMENTS WERE RUN AS A SERIES OF INITIAL EXPLORATIONS TO DETERMINE A WORKABLE, RESEARCH DEFINITION OF THE TERM "UNDERSTANDING" AND TO EVALUATE EXPERIMENTALLY ITS RELATIONSHIP TO DRILL, OR ROTE LEARNING. THE FIVE EXPERIMENTS DEALT WITH THE EFFECTS OF A VISUALLY IMPOSED COGNITIVE STRUCTURE UPON ROTE LEARNING, THE EFFECTS UPON ROTE LEARNING OF STRUCTURES IMPOSED BY VISUAL AS OPPOSED TO AUDITORY STIMULI, THE TRANSFER EFFECTS AFTER PREFAMILIARIZATION WITH INTEGRATED AS OPPOSED TO PARTIALLY INTEGRATED VERBAL-PERCEPTUAL STRUCTURES, FURTHER EVALUATION OF DIFFERENCES BETWEEN INTEGRATED AND PARTIALLY INTEGRATED VERBAL-PERCEPTUAL STRUCTURES, AND THE ABSTRACTNESS OF COGNITIVE STRUCTURE AND RETROACTIVE INHIBITION. THE RESULTS OF THE EXPERIMENTS GENERALLY INDICATED THAT A VIABLE DEFINITION OF THE TERM "UNDERSTANDING" WAS ACHIEVED BY RELATING IT TO THE THEORETICAL TERM "COGNITIVE STRUCTURE," AND THAT EMPIRICAL EVIDENCE EVALUATING THE RELATIONSHIP BETWEEN COGNITIVE STRUCTURE AND ROTE LEARNING COULD BE OBTAINED. (GD)

ED 012 382 AA 000 134

MAW, WALLACE H.
A DEFINITION OF CURIOSITY, A FACTOR ANALYSIS STUDY.
DELAWARE UNIV., NEWARK
REPORT NUMBER CRP-S-109
PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$4.32 108P.
DESCRIPTORS *ATTITUDE TESTS, *CURIOSITY, *FACTOR ANALYSIS, *MEASUREMENT INSTRUMENTS, *PERSONALITY ASSESSMENT, CALIFORNIA TEST OF PERSONALITY, CHILDHOOD ATTITUDES, LORGE THORNDIKE INTELLIGENCE TESTS, NEWARK.

AN INVESTIGATION WAS CONDUCTED TO DETERMINE A DEFINITION OF CURIOSITY THAT WOULD HELP IDENTIFY PERSONALITY PATTERNS OF CHILDREN WHO ARE MOST LIKELY TO BE EITHER HIGH OR LOW IN CURIOSITY. DATA COLLECTED IN EARLIER STUDIES WERE FACTOR ANALYZED TO IDENTIFY THE PERSONAL AND SOCIAL VARIABLES THAT DIFFERENTIATE CHILDREN HIGH IN CURIOSITY FROM THOSE LOW IN CURIOSITY. SEVERAL KINDS OF MEASURING INSTRUMENTS WERE USED TO DETERMINE HIGH AND LOW CURIOSITY BOYS AND HIGH AND LOW CURIOSITY GIRLS, AND TO MEASURE VARIABLES THAT SIGNIFICANTLY DIFFERENTIATE AMONG THOSE GROUPS. THESE MEASURES WERE

TEACHER JUDGEMENT OF CURIOSITY, PEER JUDGEMENT OF CURIOSITY, "ABOUT MYSELF" FOR SELF-RATING OF CURIOSITY, LORGE-THORNDIKE INTELLIGENCE TESTS, THE CALIFORNIA TEST OF PERSONALITY, A SOCIAL DISTANCE SCALE CALLED "OTHER PEOPLE TEST," THE BEHAVIOR PREFERENCE RECORD, THE CHILDREN'S PERSONALITY QUESTIONNAIRE, THE WORD ASSOCIATION TEST (CREATIVITY), THE CASSEL GROUP LEVEL OF ASPIRATION TEST, PEER JUDGMENT OF SOCIAL BEHAVIOR, THE INSTITUTE OF CHILD STUDY SECURITY TEST, THE INTOLERANCE OF AMBIGUITY SCALE, THE SOCIAL ATTITUDES SCALE, DESCRIPTIVE WORDS (MORALITY), AND THE SITUATIONAL INTERPRETATION EXPERIMENT. FACTORS IDENTIFIED BY THE ANALYSIS WERE DESCRIBED IN RELATION TO EACH OF THE FOUR GROUPS STUDIED. FROM THE RESULTS, THE AUTHOR CONCLUDED THAT THERE ARE PERSONAL AND SOCIAL FACTORS THAT DIFFERENTIATE THESE FOUR GROUPS, AND THAT, ALTHOUGH CURIOSITY AS A TERM HAD NOT BEEN DEFINED, THE BEHAVIOR OF THOSE WHO SHOW DIFFERENT ASPECTS OF CURIOSITY WAS SET FORTH MORE CLEARLY THAN IT HAD BEEN BEFORE. (AL)

ED 012 383 AA 000 135

CHAPMAN, KENNETH G. AND OTHERS
NORWEGIAN LANGUAGE TEACHING MATERIALS DEVELOPMENT PROJECT. FINAL REPORT.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER BR-4-1920
PUB DATE FEB 67

EDRS PRICE MF-\$1.50 HC-\$14.32 358P.
DESCRIPTORS *AUDIOLINGUAL METHODS, *CULTURAL AWARENESS, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *NORWEGIAN, FLES, GRAMMAR, LOS ANGELES, CONTRACT OEC-4-6-061920-1741

LESSON MATERIALS FOR THE TEACHING OF NORWEGIAN WERE PREPARED FOR ELEMENTARY AND JUNIOR HIGH SCHOOL LEVELS BY A GROUP OF SIX TEACHERS OF NORWEGIAN DURING A WORKSHOP HELD AT UCLA IN THE SUMMER OF 1966. THE SET OF 40 LESSONS FOR ELEMENTARY GRADES THAT WERE PRODUCED IN MIMEOGRAPHED FORM WERE PREPARED FOR THE USE OF CHILDREN WHOSE PARENTS OR GRANDPARENTS WOULD LIKE TO HAVE THEIR YOUNG ONES LEARN THE LANGUAGE OF THEIR FOREFATHERS. THE LANGUAGE INSTRUCTION IS PRESENTED IN THE CONTENT OF A GIRL'S VISIT WITH HER GRANDPARENTS IN A NORWEGIAN TOWN AND A BOY'S VISIT WITH RELATIVES ON A FARM. THESE LESSONS INCLUDE CONVERSATIONAL AND READING MATERIAL, DRILLS, EXERCISES OF VARIOUS TYPES, AND ACCOMPANYING WORD COUNTS. A SET OF 16 COMPLETE LESSONS, ENOUGH FOR AT LEAST 1 YEAR OF INSTRUCTION AT THE JUNIOR HIGH SCHOOL LEVEL WERE COMPLETED DURING THE WORKSHOP, PLUS BASIC CONVERSATIONS FOR AN ADDITIONAL 16 LESSONS. PARTICIPANTS IN THE PROJECT HAVE CARRIED THE DEVELOPMENT OF SOME OF THE LESSONS EVEN FURTHER SINCE THE END OF THE SUMMER WORKSHOP, AND THE COMPLETED WORK HAS BEEN USED FOR ACTUAL CLASSROOM INSTRUCTION. NO EVALUATIONS OF THE RESULTS, HOWEVER, WERE AVAILABLE FOR THIS REPORT. (AL)

ED 012 384 AA 000 136

REYNOLDS, ROBERT R. AND OTHERS
REPORT ON COMPUTER ASSISTED INSTRUCTION, PROVIDENCE COLLEGE, PROVIDENCE, RHODE ISLAND, OCTOBER 1, 1965-JUNE 30, 1966.
PROVIDENCE COLL., R.I.
REPORT NUMBER BR-S-1214
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.55 42P.
DESCRIPTORS *BRANCHING, *COMPUTER ASSISTED INSTRUCTION, *COMPUTERS, *INDIVIDUAL INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, COURSEWRITER, PROVIDENCE, REMEDIAL PROGRAMS, CONTRACT OEC-6-85-0093

PARTICIPANTS IN A PROJECT TO TRAIN VOCATIONAL EDUCATION TEACHERS IN THE USE OF COMPUTER-ASSISTED INSTRUCTION WROTE COURSE SECTIONS AS AN EXERCISE IN THE USE OF THE "COURSEWRITER" LANGUAGE AND THE APPLICATION OF THE BASIC PRINCIPLES OF PSYCHOLOGY THAT HAD BEEN STUDIED DURING A PREVIOUS COURSE IN THE SUMMER OF 1965. UPON COMPLETION OF THE LESSON-WRITING EXERCISE, THE 13 STUDENTS WERE FAMILIARIZED WITH THE OPERATION AND PROCEDURES USED WITH THE 1050 DATA COMMUNICATIONS SYSTEM. EQUIPMENT LIMITATIONS PREVENTED THE STUDENTS FROM USING A SLIDE PROJECTOR OR TAPE RECORDER WITH THEIR PROGRAMS. SOME PARTICIPANTS WERE HANDICAPPED BY INADEQUATE TYPING ABILITY, AND MANY FOUND THEIR LESSON PROJECTS WERE TOO BROAD TO BE COVERED EFFECTIVELY IN THE LIMITED TIME AVAILABLE. SOME OF THE CONCLUSIONS OF THE PROJECT DIRECTOR WERE (1) BRIEF SAMPLE PROGRAMS SHOULD BE WRITTEN BY STUDENT PROGRAMERS TO BECOME ACQUAINTED WITH THE USE OF "COURSEWRITER" LANGUAGE BEFORE ATTEMPTING TO WRITE A USABLE PROGRAM, (2) STUDENTS WHO ARE TO TAKE COMPUTER-ASSISTED COURSES SHOULD HAVE A PREVIEW COURSE IN THE USE OF THE EQUIPMENT, (3) TYPED MESSAGES TO THE STUDENT SHOULD BE KEPT TO A MINIMUM NUMBER OF WORDS, AND (4) FOR STUDENTS WHO ARE NOT ABLE TO TYPE, THE RESPONSES REQUIRED SHOULD BE LIMITED TO A SINGLE CHARACTER OR WORD. (AL)

ED 012 385 AA 000 137

MCGREGOR, G.C.
COMPUTER ASSISTED INSTRUCTION.
PROVIDENCE COLL., R.I.
REPORT NUMBER BR-S-0614
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$2.20 55P.
DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *COMPUTERS, *CURRICULUM GUIDES, *INSERVICE TEACHER EDUCATION, *LESSON PLANS, COURSEWRITER, PROVIDENCE, TEACHERS.

A COURSE IN THE USE OF COMPUTER-ASSISTED INSTRUCTION WAS GIVEN FOR 20 TEACHERS OF VOCATIONAL EDUCATION AND NINE TEACHERS OF MENTALLY HANDICAPPED. THE OBJECTIVES OF THE COURSE WERE (1) TO DEVELOP A GROUP OF VOCATIONAL TEACHERS WHO WOULD UNDERSTAND COMPUTER-ASSISTED INSTRUCTION AND WHO WOULD BE PROFICIENT IN "COURSEWRITER" TECHNIQUES FOR CONVERTING INDIVIDUAL LESSONS INTO THE PROPER FORMAT FOR COMPUTER-ASSISTED IN-

STRUCTION, AND (2) TO PREPARE SAMPLE LESSONS FOR COMPUTER-ASSISTED INSTRUCTION IN A VARIETY OF VOCATIONAL COURSE AREAS. THE 6-WEEK COURSE INCLUDED (1) OPERATION OF THE "COURSEWRITER," (2) "COURSEWRITER" LANGUAGE AND PROCEDURES FOR LESSON PREPARATION, AND (3) PSYCHOLOGY UNDER THE GUIDANCE OF A PROGRAMER, A PSYCHOLOGIST, AND A VARIETY OF CONSULTANTS. DURING THE FINAL PHASE, THE ENROLLEES ACTUALLY PLANNED, DESIGNED, WROTE, AND TRIED OUT SAMPLE LESSONS FOR COMPUTER-ASSISTED INSTRUCTION IN THEIR RESPECTIVE VOCATIONAL COURSE AREAS. THE ENROLLEES' COMMENTS AND REACTIONS CONCERNING THE SUMMER TRAINING PROGRAM WERE QUOTED AND SUMMARIZED IN THIS REPORT. THE REPORT INCLUDES DESCRIPTIONS OF (1) THE OPERATION OF COMPUTER EQUIPMENT, (2) ADVANTAGES OF COMPUTER-ASSISTED INSTRUCTION, AND (3) GUIDELINES FOR THE COURSE, AND FOUR PROGRAMED LESSONS. (TC)

ED 012 386 AA 000 138

LOWENFELD, BERTHOLD ABEL,
GEORGIE LEE
METHODS OF TEACHING BRAILLE READING.

FREDERIC BURK FOUNDATION FOR EDUCATION

REPORT NUMBER CRP-2526

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$4.76 119P.

DESCRIPTORS *BLIND CHILDREN, *BRAILLE, *READING INSTRUCTION, *READING SKILLS, *READING TESTS, QUESTIONNAIRES, READING COMPREHENSION, READING SPEED, SAN FRANCISCO.

THIS THREE-PART REPORT DESCRIBES THE STATUS OF BRAILLE READING INSTRUCTION IN LOCAL AND RESIDENTIAL SCHOOLS IN THE UNITED STATES IN 1965, PRESENTS STATISTICS DESCRIBING PERSONAL CHARACTERISTICS OF 200 STUDENTS TESTED AS PART OF THIS STUDY, AND PRESENTS ANALYSIS AND INTERPRETATION OF THE DATA GATHERED FROM THE TESTS. THE STATUS OF BRAILLE READING INSTRUCTION WAS DETERMINED FROM QUESTIONNAIRES FILLED OUT BY 520 TEACHERS. NO CONSISTENTLY DIFFERENT PATTERNS OF INSTRUCTION WERE FOUND. IN THE SECOND PART OF THE STUDY, TESTS FOR DETERMINING READING RATE AND READING COMPREHENSION OF BRAILLE READERS WERE GIVEN TO 50 FOURTH GRADERS AND 50 EIGHTH GRADERS FROM LOCAL SCHOOLS AND AN EQUAL NUMBER FROM THE SAME GRADES IN RESIDENTIAL SCHOOLS. THE RESULTS WERE COMPARED WITH MEASURES OF THE SAME ABILITIES IN VISUAL READERS. RESULTS OF THE STUDY SHOWED THAT AGE DIFFERENCES BETWEEN BLIND AND SEEING CHILDREN, AS GRADE-LEVEL GROUPS, WERE FAR LESS THAN REPORTED IN THE PAST. FOURTH-GRADE BLIND CHILDREN WERE 1.2 YEARS OVER AGE, AND PRACTICALLY NO DIFFERENCE WAS FOUND FOR EIGHTH GRADERS. INTELLIGENCE LEVELS OF FOURTH-GRADE STUDENTS WERE CLOSE TO AVERAGE, AND EIGHTH GRADERS WERE ABOVE NORMAL. READING COMPREHENSION OF THE BLIND CHILDREN WAS EQUAL TO THAT OF THE SEEING CHILDREN IN THE FOURTH GRADE, BUT WAS SUPERIOR TO

THE COMPREHENSION OF SEEING CHILDREN IN THE EIGHTH GRADE. MOST STUDENTS WITH HIGH COMPREHENSION WERE FAST READERS, AND THOSE WITH LOW COMPREHENSION WERE SLOW READERS. READING BEHAVIORS FOUND TO BE CHARACTERISTIC OF THE SLOW AND FAST READERS WERE DESCRIBED, AND RECOMMENDATIONS FOR READING INSTRUCTION WERE GIVEN. (AL)

ED 012 387 AA 000 139

RITTER, HOWARD L.
PRELIMINARY DEVELOPMENT OF A JUNIOR-HIGH COURSE IN THE LOGICAL FOUNDATIONS OF PHYSICAL SCIENCE. (TITLE SUPPLIED)

MIAMI UNIV., OXFORD, OHIO

REPORT NUMBER CRP-S-126

PUB DATE 64

EDRS PRICE MF-\$1.00 HC-\$9.56 239P.

DESCRIPTORS *LOGICAL THINKING, *MATHEMATICAL APPLICATION, *PHYSICAL SCIENCES, *SCIENCE COURSES, *TEXTBOOK PREPARATION, GRADE 7, OXFORD, SCIENCE UNITS, SEQUENTIAL APPROACH, STUDENT MOTIVATION.

AN INTRODUCTORY, SEVENTH-GRADE PHYSICAL SCIENCE COURSE WAS CONSTRUCTED IN AN ATTEMPT TO DEVELOP A LOGICAL AND COHERENT SEQUENCE OF THE MATERIAL, DEVELOP AN APPRECIATION FOR PRECISENESS OF LANGUAGE AND LOGICAL THINKING, SHOW THE ROLE OF MATHEMATICS IN PHYSICAL SCIENCE AS AN APPLICATION OF LOGIC TO PHYSICAL EXPERIENCE, REVEAL THE SCIENTIST'S SPIRIT OF INQUIRY TO THE STUDENT, TEACH THE MEANING AND PHILOSOPHY OF MEASUREMENT, AND DISCLOSE THE NATURE OF PHYSICAL SCIENCE AS A SEARCH FOR FUNCTIONAL RELATIONSHIPS AMONG PHYSICAL OBSERVABLES. A TEXTBOOK AND A LABORATORY MANUAL WERE DEVELOPED WHICH COVER THE FIVE SUBSTANTIVE TOPICS OF (1) NATURE OF MEASUREMENT, (2) CONSTANTS, VARIABLES, AND EQUATIONS, (3) FUNCTIONS AND PROPORTIONALITY, (4) WEIGHT, VOLUME, AND DENSITY, AND (5) MOTION IN A STRAIGHT LINE. SUGGESTIONS FOR FUTURE RESEARCH INCLUDED THE PREPARATION OF SIX ADDITIONAL UNITS OF SUBSTANTIVE MATERIAL, AND A TEST AND EVALUATION OF THE PRESENT MATERIALS. (GD)

ED 012 388 AA 000 140

MERIGOLD, FRANKA.

THE DEVELOPMENT AND TESTING OF A SCALE TO IDENTIFY MALE DROPOUTS AT LIBERAL ARTS COLLEGES.

BOSTON COLL., CHESTNUT HILL, MASS.

REPORT NUMBER BR-S-8362

PUB DATE MAR 67

EDRS PRICE MF-\$0.50 HC-\$4.16 104P.

DESCRIPTORS *COLLEGE STUDENTS, *DISCRIMINANT ANALYSIS, *DROPOUT IDENTIFICATION, *LIBERAL ARTS, *RATING SCALES, CHESTNUT HILL, CONTRACT OEC-1-6-058362-0613

TWO FORMS OF A SCALE FOR THE COLLEGE INTEREST INVENTORY THAT WERE INTENDED TO IDENTIFY MALE STUDENTS WHO WOULD DROP OUT OF LIBERAL ARTS COLLEGES WERE DEVELOPED AND TESTED. THE PREDICTIVE VALIDITY OF THE SCALES WAS EVALUATED BY COMPARISON WITH THE "SO," "SC," AND "AC" SCALES OF THE CALIFORNIA PSYCHOLOGICAL INVENTORY THAT HAVE BEEN USED TO PREDICT DROPOUTS AT

THE 5-PERCENT LEVEL OF CONFIDENCE. THE STUDY SAMPLE CONSISTED OF 45 FIRST-SEMESTER DROPOUTS AND 66 SECOND-SEMESTER DROPOUTS FROM A GROUP OF 1,260 FRESHMEN IN NINE NEW ENGLAND COLLEGES, AND AN EQUAL NUMBER OF STAY-INS SELECTED AT RANDOM. THESE STUDENTS HAD TAKEN BOTH THE COLLEGE INTEREST INVENTORY AND CALIFORNIA PSYCHOLOGICAL INVENTORY. A STATISTICAL ANALYSIS WAS MADE TO IDENTIFY ITEMS THAT DISCRIMINATED BETWEEN THE SUBJECTS WHO WERE DROPOUTS AND THOSE WHO STAYED IN. TWO NEW SCALES WERE COMPOSED. A ".01 LEVEL SCALE" INCLUDED ITEMS OF .10, .05, AND .01 LEVELS OF CONFIDENCE, AND A ".05 LEVEL SCALE" INCLUDED ITEMS OF .05 AND .01 LEVELS ONLY. MEAN SCORES OF BOTH SCALES WERE COMPUTED FOR BOTH THE STAY-INS AND THE DROPOUTS. BOTH SCALES GAVE DIFFERENCES AT THE .05 LEVEL FOR THE 45-MEMBER GROUP. WHEN SCORED AGAINST THE 66-MEMBER GROUP, ONLY THE ".05 LEVEL SCALE" GAVE DIFFERENCES BETWEEN STAY-INS AND DROPOUTS AT THE .05 LEVEL. FROM THE RESULTS OF THE STUDY THE INVESTIGATOR CONCLUDED THAT THE COLLEGE INTEREST INVENTORY AND ADDITIONAL SCALES DEVELOPED WERE OF LIMITED USE IN PREDICTING DROPOUTS, AND SUGGESTED THAT THE CRITERION FOR DROPOUTS SHOULD BE REDEFINED TO EXCLUDE THOSE "FORCED OUT" BY ACADEMIC DEFICIENCIES. (AL)

ED 012 389 AA 000 141

STEWART, JEFFREY R. JR.

PILOT PROGRAMS IN HIGH SCHOOLS TO PREPARE STUDENTS FOR A WIDE SPECTRUM OF COMPUTING, RECORDING, AND BOOKKEEPING OCCUPATIONS. VIRGINIA POLYTECHNIC INST., BLACKSBURG

REPORT NUMBER BR-6-8318

PUB DATE 28 APR 67

EDRS PRICE MF-\$0.25 HC-\$1.88 47P.

DESCRIPTORS *ACHIEVEMENT, *BUSINESS EDUCATION, *HIGH SCHOOLS, *OFFICE OCCUPATIONS, *RECORDS (FORMS), BLACKSBURG, COMPUTERS, PILOT PROJECTS,

GRANT OEG-2-6-068318-1927

THIS PROJECT WAS CONDUCTED TO STUDY, GATHER DATA FROM, AND REPORT ON THE SUCCESS OF THE OPERATIONS OF PILOT PROGRAMS IN RECORD-KEEPING, BOOKKEEPING, AND ACCOUNTING WHICH HAD BEEN IN TRIAL OPERATION DURING THE PREVIOUS ACADEMIC YEAR IN THREE VIRGINIA HIGH SCHOOLS. ONE URBAN, ONE SUBURBAN, AND ONE RURAL SCHOOL TOOK PART IN THE PILOT STUDY. THE PURPOSE OF THESE PILOT PROGRAMS WAS TO PREPARE YOUNG PEOPLE FOR THE NEWLY EMERGING OCCUPATIONS IN COMPUTING, RECORDING, AND BOOKKEEPING. THIS PROJECT WAS CONCERNED PRIMARILY WITH THE EVALUATION OF PILOT PROGRAMS, ALREADY COMPLETED. THE GENERAL PROCEDURE FOR THE EVALUATION WAS TO PAIR EACH TYPE OF PILOT SCHOOL (URBAN, SUBURBAN, RURAL) WITH A CONTROL SCHOOL OF THE SAME TYPE AND TO COMPARE STUDENT ACHIEVEMENTS BETWEEN THE TWO SCHOOLS. COMPARISONS OF PILOT-RECORDKEEPING AND CONTROL-BOOKKEEPING WERE MADE ON RECORDKEEPING ACHIEVEMENT, WHEREAS COMPARISONS OF PILOT-BOOKKEEPING AND CONTROL-BOOK-

KEEPING WERE MADE ON BOOKKEEPING ACHIEVEMENT. NO CONTROL COMPARISONS WERE MADE FOR PILOT-ACCOUNTING STUDENTS. (TC)

ED 012 390 AA 000 142

BERLAK, HAROLD AND OTHERS
THE DEVELOPMENT OF A MODEL FOR THE METROPOLITAN ST. LOUIS SOCIAL STUDIES CENTER.

WASHINGTON UNIV., ST. LOUIS, MO.

REPORT NUMBER CRP-2-004

PUB DATE FEB 67

EDRS PRICE MF-\$0.50 HC-\$4.16 104P.

DESCRIPTORS *CURRICULUM EVALUATION, *ELEMENTARY SCHOOLS, *MODELS, *SOCIAL CHANGE, *SOCIAL STUDIES UNITS, ST. LOUIS, CONTRACT OEC-5-313

A PLAN WAS REPORTED FOR THE METROPOLITAN ST. LOUIS SOCIAL STUDIES CENTER. THIS AGENCY WAS ESTABLISHED (1) TO ANALYZE, IMPLEMENT, AND DIFFUSE NEW SOCIAL STUDIES CURRICULUMS IN THE ST. LOUIS AREA, AND (2) TO DEVELOP A UNIFIED ELEMENTARY SCHOOL SOCIAL SCIENCE CURRICULUM, GRADES 1-6. THE PROBLEMS OF IMPLEMENTING AND DISSEMINATING CURRICULUM INNOVATIONS IN THE SOCIAL STUDIES WERE ANALYZED, AND A PLAN TO ESTABLISH AN INTERSCHOOL INNOVATION AGENCY ANALOGOUS TO AGRICULTURAL FIELD STATIONS WAS PRESENTED IN DETAIL. PLANS FOR FOUR "FIELD STATIONS" INVOLVING 28 SCHOOL SYSTEMS WERE DESCRIBED, INCLUDING PLANS FOR TRAINING OF TEACHERS AND FOR EVALUATING THE USEFULNESS OF ACTION AT THE TIME OF REPORTING. THE REPORT ALSO ANALYZED AND DOCUMENTED THE SHORTCOMINGS OF THE PRESENT ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM, ESPECIALLY ITS FAILURE TO PROVIDE CHILDREN WITH THE SOCIAL SCIENCE KNOWLEDGE THAT WOULD EQUIP THEM TO COPE WITH CONTINUING SOCIAL AND ECONOMIC CHANGE. BASED ON THIS ANALYSIS, A RATIONALE FOR THE NEW ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM WAS PRESENTED IN DETAIL. THE NEW CURRICULUM FOCUSES ON TEACHING AN UNDERSTANDING OF CONTEMPORARY DEMOCRACY AND THE SOCIAL AND ECONOMIC CHANGES OF DEMOCRATIC AND NON-DEMOCRATIC SOCIETIES. THE CURRICULUM ATTEMPTS TO PROVIDE CHILDREN WITH SOCIAL SCIENCE KNOWLEDGE AND THE INTELLECTUAL SKILLS NECESSARY FOR ANALYZING AND DEALING WITH SOCIAL, POLITICAL, AND ECONOMIC CONTROVERSY. THE SCOPE AND SEQUENCE OF THE CURRICULUM WAS PRESENTED, AND A SAMPLE UNIT WAS DESCRIBED. A COMPREHENSIVE CURRICULUM EVALUATION MODEL WAS ALSO PROPOSED AND OUTLINED. (TC)

ED 012 391

AA 000 143

RYAN, T.A.

VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT COORDINATING UNIT FOR THE STATE OF OREGON.

OREGON STATE UNIV., CORVALLIS

REPORT NUMBER ERD-322-65

PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$2.72 68P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *OBJECTIVES, *RESEARCH COORDINATING UNITS, *RESEARCH

PROBLEMS, *TRAINING, *VOCATIONAL EDUCATION, CORVALLIS.

CONTRACT OEC-5-85-128

A FINAL REPORT WAS GIVEN ON THE ACTIVITIES OF THE OREGON RESEARCH COORDINATING UNIT FOR THE 18-MONTH PERIOD FROM JUNE 1, 1965 TO NOVEMBER 30, 1966. THIS RESEARCH COORDINATING UNIT (RCU) WAS ESTABLISHED TO IMPLEMENT THE COORDINATING EFFORTS RELATING TO RESEARCH AND PROGRAMS OF EDUCATION AND TRAINING IN VOCATIONAL EDUCATION. A TWO-FOLD PURPOSE WAS DEFINED FOR THE UNIT: (1) TO STIMULATE QUALITY RESEARCH AND (2) TO IMPLEMENT RESEARCH FINDINGS IN INNOVATIVE PROGRAMS OF EDUCATION AND TRAINING. FOUR OBJECTIVES OF THE UNIT WERE (1) TO IDENTIFY RESEARCHABLE PROBLEMS IN VOCATIONAL EDUCATION AND ESTABLISH RESEARCH PRIORITIES, (2) TO STIMULATE QUALITY RESEARCH IMPLICATIONS FOR VOCATIONAL EDUCATION AND UPGRADE RESEARCH COMPETENCIES OF VOCATIONAL EDUCATORS, (3) TO DEVELOP AND IMPLEMENT EFFECTIVE STRATEGIES AND PROCEDURES OF INFORMATION DISSEMINATION, AND (4) TO FACILITATE IMPLEMENTATION OF RESEARCH FINDINGS IN INNOVATIVE AND EXEMPLARY PROGRAMS OF VOCATIONAL EDUCATION AND TRAINING. ACTIVITIES WERE DEFINED TO ACCOMPLISH THE FOUR MAIN AIMS. AN EVALUATION OF THE RCU WAS MADE TO DETERMINE THE EXTENT TO WHICH THE GOALS DEFINED FOR THE UNIT WERE APPROPRIATE AND TO ASSESS THE EFFECTIVENESS OF ACTIVITIES IN TERMS OF ACHIEVING THE MAJOR AIMS. RESULTS INDICATED GENERAL AGREEMENT THAT THE GOALS WERE APPROPRIATE AND SHOULD BE RETAINED AS MAJOR AIMS OF THE UNIT. SOME OF THE ACTIVITIES WERE RATED AS HIGHLY IMPORTANT FOR ACHIEVING AIMS, OTHERS WERE CONSIDERED UNIMPORTANT, INEFFECTIVE, OR LESS RELEVANT. EVALUATION DATA WERE USED AS THE BASIS FOR PLANNING THE RCU CONTINUATION PROGRAM. (TC)

ED 012 392

AA 000 144

ALLEN, DWIGHT W. POLITZER, ROBERT L.

A SURVEY AND INVESTIGATION OF FOREIGN LANGUAGE INSTRUCTION UNDER CONDITIONS OF FLEXIBLE SCHEDULING.

STANFORD UNIV., CALIF.

REPORT NUMBER BR-5-1096

PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$3.96 99P.

DESCRIPTORS *FLEXIBLE SCHEDULING, *INDIVIDUAL INSTRUCTION, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, *LANGUAGE LEARNING LEVELS, STANFORD.

CONTRACT OEC-6-14-026

CURRENT USES OF FLEXIBLE SCHEDULING IN THE FOREIGN LANGUAGE CURRICULUM WERE STUDIED (1) BY AN INVESTIGATION OF THE FOREIGN LANGUAGE PROGRAMS IN FIVE TRADITIONALLY SCHEDULED SCHOOLS AND FIVE FLEXIBLY SCHEDULED SCHOOLS AND (2) BY A REVIEW OF THE FINDINGS OF THE STUDY BY A CONFERENCE OF SPECIALISTS IN FOREIGN LANGUAGE EDUCATION, FLEXIBLE SCHEDULING, AND ADMINISTRATION. WHAT HAD BEEN REVEALED BY THE INVESTIGATION OF DIFFERENT EXPERIENCES WITH FLEXIBLE SCHEDULING ABOUT ITS ADVANTAGES, POTENTIALS, AND DANGERS WAS REVIEWED BY THE

CONFERENCE TO FORMULATE RECOMMENDATIONS FOR (1) THE USE OF FLEXIBLE SCHEDULING IN THE FOREIGN LANGUAGE CURRICULUM, AND (2) RESEARCH TO DETERMINE GUIDELINES FOR OPTIMUM USE OF FLEXIBLE SCHEDULING. CONCLUSIONS OF THE CONFERENCE INDICATED THAT FLEXIBLE SCHEDULING HAD MADE DISAPPOINTINGLY LITTLE IMPACT ON FOREIGN LANGUAGE EDUCATION. FOUR FACETS OF LANGUAGE TEACHING WERE IDENTIFIED WHICH COULD BE FURTHER DEVELOPED AND USED ALONG WITH FLEXIBLE SCHEDULING TO PRODUCE SIGNIFICANT IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION-INDIVIDUALIZED INSTRUCTION USING PROGRAMED MATERIALS AND NEW PATTERNS OF PACING, USE OF THE LANGUAGE LABORATORY, USE OF LARGE-GROUP INSTRUCTION, AND THE DEVELOPMENT OF VARIOUS TEACHING STAFF PATTERNS. FLEXIBLE SCHEDULING WAS VIEWED AS A MEANS OF PROVIDING INDIVIDUALIZATION FOR PUPIL, SUBJECT, AND INSTRUCTOR. THE SMALL-GROUP MEETINGS OFFERED SOMEWHAT MORE INDIVIDUALIZED INSTRUCTION, BUT MOST TEACHERS BELIEVED SELF-INSTRUCTIONAL MATERIALS WERE NEEDED TO USE THE FULL POTENTIAL OF FLEXIBLE SCHEDULING FOR INDIVIDUALIZED INSTRUCTION. AREAS OF FLEXIBLE SCHEDULING WHERE MORE RESEARCH WAS NEEDED WERE IDENTIFIED. (AL)

ED 012 393

AA 000 145

BAUER, ERIC W.

AN EXPLORATORY INVESTIGATION OF "SENSORY IMAGE TYPES" IN FOREIGN LANGUAGE LEARNING. FINAL REPORT.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER NDES-VIIA-690

PUB DATE 64

EDRS PRICE MF-\$0.75 HC-\$7.98 177P.

DESCRIPTORS *AURAL LEARNING, *LANGUAGE INSTRUCTION, *LANGUAGE LEARNING LEVELS, *QUESTIONNAIRES, *SENSORY EXPERIENCE, *VISUAL LEARNING, BLOOMINGTON, NOTRE DAME, GRANT OEG-7-12127

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE POSSIBILITY OF THE EXISTENCE OF DIFFERENT SENSORY-IMAGE TYPES IN LANGUAGE LEARNING. A GENERAL QUESTIONNAIRE WAS DEVELOPED WHICH INCLUDED QUESTIONS ON VISUAL AND AUDITORY IMAGERY. THIS WAS ADMINISTERED TO 50 COLLEGE FRESHMEN AND NEWLY ARRIVED AIRMEN AT THE AIR FORCE LANGUAGE SCHOOL LOCATED AT INDIANA UNIVERSITY. FROM THIS GROUP, 18 SUBJECTS WERE SELECTED AND CLASSIFIED INTO FOUR SENSORY-IMAGE, OR LEARNING, TYPES-AUDITORY, PICTORIAL, COMBINED (AUDITORY PLUS VERBAL IMAGE), AND AUDIO-PICTORIAL-VERBAL IMAGE. SEPARATE TEACHING PRESENTATIONS OF THE SAME VOCABULARY AND DIALOGS IN ELEMENTARY GERMAN WERE PREPARED FOR EACH LEARNING TYPE. PRE- AND POST-TESTING WERE COMPLETED ONLY FOR THE FRESHMEN (11). RESULTS INDICATED PICTORIAL PREFERENCE LEARNERS ACHIEVED THE SAME UNDER BOTH THE AUDIO AND PICTORIAL MODE. COMBINED PREFERENCE TYPES SHOWED SLIGHT, BUT INCONCLUSIVE, GREATER LEARNING FROM THE PICTORIAL LEARNING MODE. PURELY

AUDIO OR GRAPHIC LEARNER GROUPS COULD NOT BE ESTABLISHED. RESULTS WERE INCONCLUSIVE CONCERNING THE AUDIO MODE. COMPLETE DISCUSSION OF THE STATISTICAL DATA WAS GIVEN AND EVALUATED FOR EACH OF THE 11 FRESH-MAN SUBJECTS. (AL)

ED 012 394 AA 000 146

GLUECK, SHELDON AND OTHERS
REPLICATION OF "UNRAVELING JUVENILE DELINQUENCY" IN PUERTO RICO.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-3017
PUB DATE '66
EDRS PRICE MF-\$1.25 HC-\$12.96 324P.

DESCRIPTORS *CRIME, *DELINQUENCY PREDICTION, *DELINQUENT IDENTIFICATION, *PILOT PROJECTS, *STATISTICAL DATA, CAMBRIDGE, SAN JUAN,

THE 1ST YEAR OF A 5- TO 6-YEAR PROJECT TO REPLICATE A BOSTON STUDY OF JUVENILE DELINQUENCY IN PUERTO RICO WAS REPORTED. THIS FINAL REPORT COVERS ONLY THE PILOT PHASE OF THE PROJECT. THE PROBLEM ON WHICH THE RESEARCH IS FOCUSED IS TO DETERMINE WHICH OF THE FINDINGS OF "UNRAVELING JUVENILE DELINQUENCY," AS THE STARTING POINT FOR THE PUERTO RICAN INVESTIGATION, WOULD TURN OUT TO BE ESSENTIALLY SIMILAR FOR THE SAN JUAN AND THE ORIGINAL BOSTON STUDIES. THE AIM IS NOT MERELY TO ANALYZE THE SIMILARITIES AND DIFFERENCES OF THE TWO STUDIES, BUT TO DRAW THEREFROM IMPLICATIONS FOR CRIMINOLOGICAL INVESTIGATIONS, GENERALLY, AS WELL AS CONSTRUCTIVE MODIFICATIONS OF EXISTING EDUCATIONAL, WELFARE, AND FAMILY GUIDANCE PRACTICES IN PUERTO RICO. DURING THE 1ST YEAR'S ACTIVITY, THE TECHNIQUES ORIGINALLY USED IN THE BOSTON STUDY HAVE BEEN LARGELY ADAPTED TO THE INVESTIGATIVE NEEDS OF THE SAN JUAN PROJECT. DATA GATHERING TECHNIQUES AND METHODS OF INVESTIGATION HAVE BEEN PERFECTED TO FACILITATE THE ASSEMBLING OF COMPARABLE INFORMATION ON A POPULATION SAMPLE IN SAN JUAN, PUERTO RICO. (TC)

ED 012 395 AA 000 147

PETTY, WALTER T. AND OTHERS
THE STATE OF THE KNOWLEDGE ABOUT THE TEACHING OF VOCABULARY.
SACRAMENTO STATE COLL., CALIF.
REPORT NUMBER CRP-3128
PUB DATE MAR 67
EDRS PRICE MF-\$0.50 HC-\$4.72 118P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *DATA ANALYSIS, *EDUCATIONAL RESEARCH, *TEACHING METHODS, *VOCABULARY DEVELOPMENT, LINGUISTIC PATTERNS, PSYCHOLINGUISTICS, RESEARCH DESIGN, SACRAMENTO,

RESEARCH ON THE TEACHING OF VOCABULARY WAS COLLECTED, AND THE VALIDITY OF SUCH INFORMATION WAS EXAMINED TO IDENTIFY SUCCESSFUL APPLICATIONS OF THE TEACHING OF VOCABULARY IN SCHOOLS. SOURCES BEARING ON THE SUBJECT OF THIS STUDY WERE INVESTIGATED IN DETAIL. THE INITIAL SURVEYING AND REPORT READING LED TO THE SECURING OF 80 STUDIES THAT WERE PARTICULARLY PERTINENT TO THIS PROJECT. THE SEARCH WAS LIMITED TO STUDIES DEALING DIRECTLY WITH PEDAGOGICAL METHOD, WITH THE

TEACHING OF VOCABULARY AS OPPOSED TO THE ACQUIRING OF VOCABULARY BY NATIVE SPEAKERS OF THE LANGUAGE. THE REPORT ALSO INCLUDED DISCUSSIONS ON AN OVERVIEW OF VOCABULARY TEACHING, A REVIEW OF SELECTED STUDIES, LINGUISTIC CONSIDERATIONS, AND RESEARCH DESIGN. THE INVESTIGATORS RELUCTANTLY CONCLUDED FROM THE SOURCES REVIEWED THAT "THE TEACHING PROFESSION SEEMS TO KNOW LITTLE OF SUBSTANCE ABOUT THE TEACHING OF VOCABULARY." THEY CREDIT THE STUDIES WITH SHOWING THAT SOME TEACHING EFFORT CAUSES STUDENTS TO LEARN VOCABULARY MORE SUCCESSFULLY THAN DOES NO TEACHING EFFORT, BUT STATE THEY HAVE NOT DEMONSTRATED TO THE SATISFACTION OF THE INVESTIGATORS THAT ANY ONE PARTICULAR METHOD IS BETTER THAN ANY OTHER. IT WAS RECOMMENDED THAT FUTURE RESEARCH TAKE PSYCHOLINGUISTICS INTO ACCOUNT FOR RESEARCH CLUES IN THE STUDY OF METHODOLOGY. (AL)

ED 012 396 AA 000 148

BAYSINGER, GERALD
THE FLUID POWER INSTITUTES--A PILOT PROGRAM FOR INTRODUCING EMERGING TECHNOLOGIES.
FLUID POWER SOCIETY, THIENSVILLE, WIS.
REPORT NUMBER BR-5-0019
PUB DATE '66
EDRS PRICE MF-\$1.25 HC-\$12.68 317P.

DESCRIPTORS *FLUID POWER EDUCATION, *INDUSTRIAL EDUCATION, *INSTITUTE TYPE COURSES, *SUMMER WORKSHOPS, *VOCATIONAL EDUCATION, SEMINARS, THIENSVILLE,

A PILOT PROGRAM CONDUCTED TO TRAIN TEACHERS OF VOCATIONAL, TECHNICAL, OR INDUSTRIAL EDUCATION IN FLUID POWER WAS DESIGNED TO EXPLORE AND TRY OUT THE TECHNIQUES OF INTRODUCING A NEW TECHNOLOGY INTO SCHOOLS. THE PROGRAM CONSISTED OF SEVEN SUMMER INSTITUTES OFFERED AT FIVE DIFFERENT INSTITUTIONS AND PROVIDING INITIAL PREPARATION FOR 188 INSERVICE TEACHING PERSONNEL FROM HIGH SCHOOLS, VOCATIONAL SCHOOLS, COMMUNITY AND JUNIOR COLLEGES, TECHNICAL INSTITUTES, AND TEACHER EDUCATION INSTITUTIONS. PARTICIPANTS WERE DIVIDED INTO TEAMS FOR CURRICULUM DEVELOPMENT. EACH TEAM DEVELOPED A RECOMMENDED CURRICULUM FOR THE EDUCATIONAL LEVEL OF PRIMARY INTEREST TO THAT TEAM (FOR EXAMPLE, HIGH SCHOOL, VOCATIONAL, POST-SECONDARY SCHOOL, AND TEACHER-PREPARATION). A UNIFORM FINAL EXAMINATION ADMINISTERED TO ALL PARTICIPANTS AT THE CONCLUSION OF THE INSTITUTES WAS USED TO COMPARE THE EFFECTIVENESS OF THE DIFFERENT KINDS OF INSTRUCTORS (GUEST LECTURERS, RESOURCE PERSONS, OR FULL-TIME INSTRUCTORS). SEMINARS WERE EFFECTIVE BECAUSE THEY PROVIDED THE PARTICIPANTS WITH MATERIALS NECESSARY FOR CONFERENCES WITH THEIR SCHOOL ADMINISTRATORS UPON THEIR RETURN TO THEIR TEACHING ASSIGNMENT. (TC)

ED 012 397 AA 000 149

HENKELMAN, JAMES AND OTHERS
MARYLAND ELEMENTARY MATHEMATICS

INSERVICE PROGRAM, FINAL REPORT OF STUDY-DEMONSTRATION PHASE.
MARYLAND UNIV., COLLEGE PARK, BUR.
OF EDUC. RES.
REPORT NUMBER BR-6-1737
PUB DATE 01 MAR 67
EDRS PRICE MF-\$0.75 HC-\$6.08 152P.

DESCRIPTORS *BEHAVIOR DEVELOPMENT, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS, *MATHEMATICAL DEVELOPMENT, *MATHEMATICS INSTRUCTION, ALGORITHMS, COLLEGE PARK, MATHEMATICAL ENRICHMENT, MATHEMATICS MATERIALS, PILOT PROJECTS, SUMMER WORKSHOPS,

INSTRUCTIONAL MATERIALS IN MATHEMATICS WERE DEVELOPED ACCORDING TO DESIRED BEHAVIORAL OUTCOMES AND DEMONSTRATED AT A SUMMER, INSERVICE TEACHER EDUCATION PROGRAM. PROJECT STAFF MEMBERS WERE PRESENTED WITH AN AUDIOVISUAL AND SUPPLEMENTAL READING PROGRAM TO ORIENT THEM TO A BEHAVIORAL OUTCOME APPROACH TO INSTRUCTION. BEFORE THE INSTRUCTIONAL MATERIALS WERE DEVELOPED, EACH STAFF MEMBER WAS TAUGHT TO MAKE A BEHAVIORAL DESCRIPTION, TO CONSTRUCT A BEHAVIORAL HIERARCHY OR SEQUENCE OF DEPENDENT BEHAVIORS INTENDED TO OPTIMIZE ACQUISITION, AND TO CONSTRUCT BEHAVIORAL OBJECTIVES. THOSE BEHAVIORAL OBJECTIVES OR TERMINAL TASKS WHICH WOULD HAVE THE HIGHEST YIELD FOR INSERVICE ELEMENTARY TEACHER INSTRUCTION WERE SUBSEQUENTLY CHOSEN. AFTER A HIERARCHY WAS CONSTRUCTED, THE INSTRUCTIONAL SEQUENCE WAS DETERMINED BY BEGINNING WITH THE LEAST COMPLEX BEHAVIORS IN THE HIERARCHY, DESIGNING INSTRUCTIONAL MATERIALS TO HELP THE LEARNER ACQUIRE THE SPECIFIC BEHAVIORS, AND REPEATING THE PROCESS UP THROUGH THE SEQUENCE UNTIL THE TERMINAL TASK WAS REACHED. TWO EXPERIMENTAL EDITIONS OF THE DEVELOPED MATERIALS WERE TESTED ON A PILOT BASIS. THE SECOND EDITION, A REVISION OF THE FIRST, RAISED THE LEVEL OF ACQUISITION OF DATA ON ALGORITHMS MORE THAN 50 PERCENT, INDICATING THAT THE TEACHERS DEMONSTRATED SUBSTANTIAL PROGRESS TOWARD ACQUIRING THE DESIRED BEHAVIORS. BOTH EXPERIMENTAL EDITIONS OF THE DEVELOPED INSTRUCTIONAL MATERIALS ON ALGORITHMS WERE APPENDED TO THE REPORT. (GD)

ED 012 398 AA 000 150

JONES, ROBERT B. THONG, HUYNH S.
INTRODUCTION TO SPOKEN VIETNAMESE.
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER NDEA-VI-368
PUB DATE NOV 60
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *PRONUNCIATION, *TEXTBOOKS, *VIETNAMESE, DISTRICT OF COLUMBIA, LINGUISTICS, ORTHOGRAPHIC SYMBOLS, SAIGON,

THIS TEXT WAS BASED ON THE VIETNAMESE LANGUAGE AS SPOKEN BY EDUCATED PEOPLE OF SAIGON. FOR RESIDENTS OF SAIGON IT MAY BE CONSIDERED AS CORRECT. FOR THE USE OF OTHER THAN SAIGON RESIDENTS, SOME CHANGES WILL BE REQUIRED, PARTICULARLY IN PART I (PRONUNCIATION) AND

PART II (LESSONS 1-6) WHICH HAVE BEEN PRESENTED IN A PHONEMIC TRANSCRIPTION TAILORED SPECIALLY TO TEACH THE SAIGONESE PRONUNCIATION, AS PRESENTED, THIS TRANSCRIPTION WILL BE OF LIMITED VALUE IN LEARNING THE SPEECH OF SOME OTHER REGION. DIFFERENCES BETWEEN THE SPEECH OF HANOI (NORTHERN DIALECT) AND THAT OF SAIGON (SOUTHERN DIALECT) HAVE BEEN EXPLAINED IN APPENDIX III. THE LESSONS ARE STRUCTURED AROUND A SOCIAL SITUATION AND DO NOT REPRESENT ANY SPECIFIC AMOUNT OF MATERIAL TO BE COVERED IN A GIVEN NUMBER OF CLASS HOURS. MOST LESSONS CONSIST OF SIX PARTS—(1) PRONUNCIATION DRILLS, (2) DIALOG, (3) PATTERN DRILLS AND WORD STUDY, (4) EXERCISES, (5) CONVERSATION, AND (6) NARRATIVES. IN LATER LESSONS, THE VIETNAMESE SYSTEM OF ORTHOGRAPHY IS USED, AND PRONUNCIATION GUIDES ARE INCLUDED. PART V PRESENTS DIALOG TO BE MEMORIZED. PART VI GIVES AN INTRODUCTION TO NEWSPAPER STYLE AND INTRODUCES VOCABULARY ITEMS RELATED TO GOVERNMENT AND POLITICS. A SUPPLEMENTARY VOCABULARY, AN EXPOSITION OF THE VIETNAMESE KINSHIP SYSTEM, AND A VIETNAMESE-ENGLISH GLOSSARY ARE INCLUDED AS APPENDICES. THIS BOOK WAS PUBLISHED BY THE AMERICAN COUNCIL OF LEARNED SOCIETIES, 1960, 296 PAGES, AND IS AVAILABLE FROM COLUMBIA UNIVERSITY PRESS, 2960 BROADWAY, NEW YORK, NEW YORK 10027. (AL)

ED 012 399 AC 000 038

RUBIN, ALAN J. AND OTHERS
SALES PROMOTION, A SUGGESTED ADULT DISTRIBUTIVE EDUCATION COURSE OUTLINE.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYSED-BULL-166

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CURRICULUM GUIDES, *DISTRIBUTIVE EDUCATION, *SALESMANSHIP, ALBANY, BUSINESS, COURSE CONTENT, INSTRUCTIONAL AIDS, PROMOTION (PUBLICIZE), TEACHING TECHNIQUES.

THIS SUGGESTED OUTLINE FOR A BASIC COURSE IN SALES PROMOTION IS DESIGNED FOR NOT LESS THAN FIVE 2-HOUR SESSIONS ON (1) ASPECTS OF SALES PROMOTION, (2) SALES PROMOTION TECHNIQUES, (3) NEWSPAPER ADVERTISING, (4) WINDOW AND INTERIOR DISPLAY PRINCIPLES, AND (5) SELECTED PROMOTIONAL MEDIA AND DEVICES. POSSIBLE TEACHERS INCLUDE A SALES PROMOTION MANAGER, A MERCHANDISING MANAGER, AN OWNER-MANAGER OF A SMALL BUSINESS ENTERPRISE, OR A TEACHER OF DISTRIBUTIVE EDUCATION IN HIGH SCHOOL OR COLLEGE. IT IS SUGGESTED THAT ONE INDIVIDUAL TEACH THE ENTIRE COURSE, ESPECIALLY ONE FAMILIAR WITH LOCAL BUSINESS CONDITIONS AND PRACTICES. GROUP PARTICIPATION AND DISCUSSION SHOULD BE USED. INCLUDED ARE A BIBLIOGRAPHY, TIPS FOR INSTRUCTORS, AND POINTERS FOR DISCUSSION LEADERS. (SM)

ED 012 400 AC 000 039

MAURO, RALPH N. AND OTHERS
RETAIL ORGANIZATION, A SUGGESTED

ADULT DISTRIBUTIVE EDUCATION COURSE OUTLINE.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYSED-BULL-165

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *BUSINESS, *CURRICULUM GUIDES, *DISTRIBUTIVE EDUCATION, *ORGANIZATION, ALBANY, COURSE CONTENT, INSTRUCTIONAL AIDS, JOB ANALYSIS, MANAGEMENT, MERCHANDISING, PROMOTION (PUBLICIZE), SALESMANSHIP, TEACHING TECHNIQUES.

THIS SUGGESTED OUTLINE FOR A COURSE ON RETAIL ORGANIZATION IS PLANNED FOR FIVE 2-HOUR SESSIONS ON (1) EVOLUTION OF RETAIL ORGANIZATIONAL STRUCTURE, (2) ORGANIZATION, INCLUDING CONCEPTS, PRINCIPLES, AND PRACTICES, (3) TYPICAL RETAIL ORGANIZATION PATTERNS, (4) ORGANIZATIONAL AND FUNCTIONAL ANALYSIS, INCLUDING MERCHANDISING, SALES PROMOTION, AND CONTROL, AND (5) ORGANIZATIONAL AND FUNCTIONAL ANALYSIS OF PERSONNEL AND STORE MANAGEMENT. THE COURSE MAY BE TAUGHT BY AN OWNER-MANAGER OF AN INDEPENDENT RETAIL ESTABLISHMENT, A MANAGEMENT-ORIENTED SUPERVISORY EMPLOYEE OF A CHAIN ORGANIZATION, OR A PERSON TEACHING BUSINESS MANAGEMENT OR DISTRIBUTIVE EDUCATION COURSES IN HIGH SCHOOL OR COLLEGE. CERTAIN TOPICS LEND THEMSELVES TO SPECIALIZED TREATMENT BY GUEST SPEAKERS, BUT ONE PERSON SHOULD PROVIDE CONTINUITY OF CONTENT THROUGH THE ENTIRE COURSE. GROUP PARTICIPATION (INFORMAL CLASSROOM DISCUSSION) SHOULD BE THE PREVAILING INSTRUCTIONAL TECHNIQUE. INCLUDED ARE A BIBLIOGRAPHY, TIPS FOR INSTRUCTORS, AND POINTERS FOR DISCUSSION LEADERS. (SM)

ED 012 401 AC 000 040

GRADONI, E. JOHN SHERRILL, HUNTING

HUMAN RELATIONS IN RETAILING, A SUGGESTED ADULT DISTRIBUTIVE EDUCATION COURSE OUTLINE.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYSED-BULL-167

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *BUSINESS, *CURRICULUM GUIDES, *DISTRIBUTIVE EDUCATION, *HUMAN RELATIONS, ALBANY, COURSE CONTENT, EMPLOYER EMPLOYEE RELATIONSHIP, INSTRUCTIONAL AIDS, INTERPERSONAL RELATIONSHIP, MOTIVATION, NEW YORK, SALESMANSHIP, SUPERVISION, SUPERVISORY TRAINING, TEACHING TECHNIQUES.

THIS IS A GUIDE FOR THE POTENTIAL RETAIL SUPERVISOR, OR ACTUAL SUPERVISOR, WHICH SUGGESTS SOUND APPROACHES TO BUILDING GOOD INTERRELATIONSHIPS BETWEEN THE SUPERVISOR AND HIS STAFF, AND BETWEEN THE RETAIL STORE AND THE CUSTOMERS. THE COURSE IS PLANNED FOR FIVE 2-HOUR SESSIONS ON (1) A PROFILE OF THE RETAIL SUPERVISOR, (2) ON-THE-JOB BEHAVIOR OF THE RETAIL STAFF, (3) SATISFIED CUSTOMERS, (4) HUMAN RELATIONS PROBLEMS IN RETAILING, AND (5) ACTUAL PROBLEMS BROUGHT IN BY THE STUDENTS FOR DISCUSSION. IT MAY BE

TAUGHT BY A PERSONNEL MANAGER, A DIVISION OR UNIT MANAGER, OR A PERSON TEACHING DISTRIBUTIVE EDUCATION COURSES IN HIGH SCHOOL OR COLLEGE. THE COURSE SHOULD BE CONDUCTED BY ONE PERSON, USING GROUP DISCUSSION WHENEVER POSSIBLE. A BIBLIOGRAPHY AND APPENDICES INCLUDING TIPS FOR INSTRUCTORS AND POINTERS FOR DISCUSSION LEADERS ARE INCLUDED. (SM)

ED 012 402 AC 000 041

MARKMAN, STANLEY

ESSENTIALS OF MERCHANDISING, A SUGGESTED ADULT DISTRIBUTIVE EDUCATION COURSE OUTLINE.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYSED-BULL-160

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *BUSINESS, *CURRICULUM GUIDES, *DISTRIBUTIVE EDUCATION, *MERCHANDISING, *SALESMANSHIP, ADULT EDUCATION PROGRAMS, ALBANY, COURSE CONTENT, INSTRUCTIONAL AIDS, PERSONNEL POLICY, TEACHING TECHNIQUES.

THIS OUTLINE FOR A COURSE IN THE ESSENTIALS OF MERCHANDISING IS DESIGNED FOR THE INEXPERIENCED RETAIL EMPLOYEE. THE COURSE IS PLANNED FOR SIX 2-HOUR SESSIONS ON (1) FUNDAMENTALS OF MERCHANDISING, (2) TERMINOLOGY AND MATHEMATICS OF MERCHANDISING, (3) BUYING POLICIES AND PRACTICES, (4) MARKET REPRESENTATIVES, (5) TERMS OF PURCHASE, INCLUDING DISCOUNTS, DATING, AND SHIPPING TERMS, AND (6) MERCHANDISING PERSONNEL, INCLUDING QUALIFICATIONS AND DUTIES. THE OUTLINE OF EACH SESSION PERHAPS CONTAINS MORE THAN CAN BE COVERED IN A SESSION, WHICH ALLOWS THE TEACHER TO SELECT, ADAPT, AND MODIFY THE CONTENT TO FIT THE LOCAL PICTURE. THE NATURE OF THE TOPICS PRESENTED PERMITS THE TEACHING OF CERTAIN SESSIONS EACH BY A DIFFERENT TEACHER, BUT ONE PERSON SHOULD SERVE AS COORDINATOR. GROUP PARTICIPATION AND DISCUSSION SHOULD BE USED. THE COURSE MAY BE TAUGHT BY A MERCHANDISE MANAGER, A DEPARTMENT HEAD OR BUYER, OR A DISTRIBUTIVE EDUCATION TEACHER. A BIBLIOGRAPHY, TIPS TO TEACHERS, AND POINTERS FOR DISCUSSION LEADERS ARE APPENDED. (SM)

ED 012 403 AC 000 144

MIAL, H. CURTIS

LEADERSHIP TRAINING PROGRAM FOR SELECTED AFRICAN HEALTH SPECIALISTS (WASHINGTON, D.C., SEPTEMBER 12-24, 1965). APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING, NUMBER 3, 1966.

NATIONAL TRAINING LABS., WASHINGTON, D.C.

PUB DATE 17 MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.38 22P.

DESCRIPTORS *LEADERSHIP TRAINING, *PARAMEDICAL OCCUPATIONS, *PROGRAM EVALUATION, *TRAINING LABORATORIES, AFRICA, AGENCY FOR INTERNATIONAL DEVELOPMENT, BEHAVIOR CHANGE, CHANGING ATTITUDES, DEVELOPING NATIONS, DISTRICT OF COLUMBIA, FORCE FIELD ANALYSIS, HEALTH SERV-

ICES, HUMAN RELATIONS, PROGRAM DESCRIPTIONS, SPECIALISTS, STUDENT EVALUATION, T GROUPS, TEACHER EVALUATION, TRAINING OBJECTIVES, UNIVERSITY OF MARYLAND.

THE AGENCY FOR INTERNATIONAL DEVELOPMENT HAS BEEN TRAINING AFRICAN HEALTH SPECIALISTS IN THE UNITED STATES, BUT LEADERSHIP TRAINING HAS BEEN GIVEN LITTLE ATTENTION. SUCH TRAINING SHOULD HELP THEM OVERCOME DIFFERENCES BETWEEN MODERN TECHNOLOGY AND TRADITIONAL CUSTOMS, DEFINE ORGANIZATIONAL ROLE, RESOLVE STATUS DIFFERENCES, AND GET COOPERATIVE EFFORT FROM ORGANIZATION MEMBERS. A 10-DAY RESIDENTIAL PROGRAM WAS SET UP AT THE UNIVERSITY OF MARYLAND FOR 16 HEALTH SPECIALISTS FROM ETHIOPIA, SUDAN, LIBERIA, SIERRA LEONE, AND THE CONGO. THIS PRELIMINARY REPORT FOCUSES ON STAFF AND PARTICIPANT EVALUATION OF THE PROGRAM. OUTCOMES OF THE TRAINING WERE EXAMINED THROUGH (1) PARTICIPANTS' EVALUATION OF THE ADMINISTRATION OF THE PROGRAM (SUCH AS SELECTION OF PARTICIPANTS, ORIENTATION, TIMING, AND LABORATORY DESIGN), (2) PROBLEM ANALYSIS MATERIAL (T-GROUP PROBLEMS AND BACK-HOME PROBLEMS) FROM A GROUP STUDYING FORCE FIELD ANALYSIS, (3) THE FOUR TRAINING STAFF MEMBERS' SUBJECTIVE OPINIONS ON THE CHANGES TAKING PLACE IN THE T GROUPS, AND (4) A 1-DAY RECORDED STAFF EVALUATION SESSION. IT WAS RECOMMENDED THAT FOLLOWUP AND SUPPORT OF PARTICIPANTS BE INCLUDED AFTER LABORATORY TRAINING. FURTHER EVALUATION WAS TO RESULT FROM DATA OBTAINED AFTER PARTICIPANTS WERE HOME FOR SOME MONTHS. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$1.50. (EB)

ED 012 404 AC 000 145

MILL, CYRIL R. CLEE, JANE.
ASSESSMENT OF INTERCULTURAL EXPERIENCE OF ASIAN VISITORS TO THE UNITED STATES OF AMERICA (ALEXANDRIA, MAY 10-13, 1966). APPLICATIONS OF HUMAN RELATIONS LABORATORY TRAINING, NUMBER 4, 1966.
NATIONAL TRAINING LABS., WASHINGTON, D.C.

PUB DATE 03 JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *CULTURE CONTACT, *EVALUATION, *EVALUATION TECHNIQUES, *LABORATORY TRAINING, ADMINISTRATIVE PERSONNEL, ALEXANDRIA, DEVELOPING NATIONS, DISTRICT OF COLUMBIA, EDUCATIONAL EXPERIENCE, EMOTIONAL EXPERIENCE, FEDERAL PROGRAMS, FEEDBACK, FIELD TRIPS, HUMAN RELATIONS, INDIA, NEPAL, ORIENTATION, STUDENT EVALUATION, STUDENT EXPERIENCE, T GROUPS, UNITED STATES DEPARTMENT OF STATE, UNIVERSITIES.

THE BUREAU OF CULTURAL AFFAIRS OF THE STATE DEPARTMENT HAS BEEN OBTAINING AN EVALUATION OF THE EXPERIENCE OF FOREIGN VISITORS TO THIS COUNTRY THROUGH PERSONAL INTERVIEWS, QUESTIONNAIRES, AND GROUP INTERVIEWS. THIS PROJECT EXPERIMENTED WITH THE LABORATORY METHOD IN THE BELIEF THAT INFORMATION OF GREAT RICHNESS COULD BE RET-

RIEVED. THE PARTICIPANTS WERE NINE ENGLISH-SPEAKING ASIANS, OFFICIALS IN COLLEGES IN INDIA AND NEPAL. THE DESIGN OF THE 3-DAY RESIDENTIAL PROGRAM INCLUDED AN EVENING OF HANDLING ANXIETIES, A DAY OF T-GROUP EXPERIENCE, A REVIEW OF THE TAPED RECORD OF THIS EXPERIENCE, AND A BRAINSTORMING SESSION WHERE ELEMENTS OF THEIR VISIT WERE ITEMIZED AND CATEGORIZED. THESE COMMENTS WERE THEN TAPED. CATEGORIES INCLUDED-PREPARATION FOR THE SEMINAR, SELECTION OF PARTICIPANTS, TRAVEL ARRANGEMENTS, ACADEMIC PROGRAM, AND VISITS TO SCHOOLS, COLLEGES, AND HOMES. THE GROUP DISCUSSED ITEMS WHICH PROBABLY WOULD NOT HAVE BEEN FORTHCOMING THROUGH OTHER EVALUATION TECHNIQUES. THE OPENNESS AND RICHNESS OF COMMENTS SPOKE WELL FOR USING LABORATORY TRAINING AS A MEANS OF RETRIEVING THIS KIND OF INFORMATION. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$1.50. (EB)

ED 012 405 AC 000 488

STEINMETZ, LAWRENCE L. PATTEN, RONALD J.

ENTHUSIASM, INTEREST, AND LEARNING--THE RESULTS OF GAME TRAINING, A STUDY OF SIMULATION TRAINING AT THE UNIVERSITY OF COLORADO.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT LEARNING, *EDUCATIONAL INTEREST, *EVALUATION, *MANAGEMENT GAMES, *PARTICIPANT SATISFACTION, ACCOUNTING, ACHIEVEMENT, ADULT STUDENTS, BOULDER, CAREER CHOICE, COLLEGE STUDENTS, DECISION MAKING, INDUSTRIAL TRAINING, MANAGEMENT DEVELOPMENT, RESEARCH, SEQUENTIAL LEARNING, SIMULATION, STUDENT ATTITUDES, TRAINING TECHNIQUES, UNIVERSITY OF COLORADO.

AT THE UNIVERSITY OF COLORADO'S SCHOOL OF BUSINESS, AN EVALUATION WAS MADE OF GAMING AS AN EFFECTIVE TRAINING DEVICE FOR LOWER RANKING MANAGEMENT AND RANK-AND-FILE PERSONNEL. PARTICIPANTS WERE COLLEGE STUDENTS AND PART-TIME STUDENTS, BELIEVED TO BE LIKE PERSONS INVOLVED IN MANAGEMENT TRAINING PROGRAMS AND PROGRAMS FOR RANK-AND-FILE EMPLOYEES. THE COURSE WAS INTRODUCTORY ACCOUNTING, DECISIONS BEING MADE ON FINANCE AND DISTRIBUTION FUNCTIONS OF A BUSINESS FIRM. THROUGH AN ACCOUNTING FEEDBACK SYSTEM, THESE DECISIONS RESULTED IN FINANCIAL DATA TO BE USED IN MAKING FURTHER DECISIONS. LEARNING AND ATTITUDES WERE COMPARED WITH THOSE OF STUDENTS TAUGHT THE SAME MATERIAL BY THE SAME PROFESSORS USING THE TRADITIONAL PRACTICE SET. THE GAME PARTICIPANTS TENDED TO SURPASS THEIR EXPECTATIONS, APPEARED TO LEARN MORE, LIKED THE COURSE, AND SEEMED TO BE INFLUENCED TOWARD CHOOSING A BUSINESS CAREER. THE NONGAME PARTICIPANTS' EXPERIENCE FAILED TO MEET THEIR EXPECTATIONS OF THE COURSE. COMPANIES INTERESTED IN TRAINING EMPLOYEES IN MECHANISTIC ROUTINE WORK WOULD DO WELL TO CONSIDER THE USE OF GAMES TO STIMULATE

INTEREST AND REDUCE THE EXPENSE OF TRAINING (BY REDUCING THE NUMBER OF DROPOUTS AND FROM THE ECONOMIES OF THE SELF-TEACHING ASPECTS). THIS ARTICLE WAS PUBLISHED IN "TRAINING AND DEVELOPMENT JOURNAL," APRIL 1967, A MONTHLY JOURNAL OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 313 PRICE PLACE, P.O. BOX 5307, MADISON, WISCONSIN 53706. (EB)

ED 012 406 AC 000 496

BLANCHARD, B. EVERARD

A SCHEMATIC ANALYSIS OF EXTENSION COURSE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *INSTRUCTIONAL STAFF, *OFF CAMPUS FACILITIES, *PERSONNEL DATA, *UNIVERSITY EXTENSION, ACCREDITATION (INSTITUTIONS), CHICAGO, DEPAUL UNIVERSITY, EXTENSION EDUCATION, FINANCIAL POLICY, HIGHER EDUCATION, LIBRARY MATERIALS, NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION, QUESTIONNAIRES, RESEARCH, SCHEMATIC STUDIES, STATISTICAL DATA, TEACHER EDUCATION, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT, TEACHER SELECTION.

A STUDY OF EXTENSION COURSE PROGRAMS DESIGNED FOR PARTICIPANTS WHO CANNOT ATTEND REGULAR INSTRUCTIONAL CLASSES ON CAMPUS COMPARED MEMBER INSTITUTIONS OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) AND INSTITUTIONS ACCREDITED BY THE REGIONAL ACCREDITING ASSOCIATIONS (NON-NCATE). THE PARTICIPANT POPULATION WAS INSERVICE TEACHERS, AND CORRESPONDENCE STUDY WAS EXCLUDED. CONCERNS OF THE STUDY WERE TYPES OF EXTENSION COURSES AND THE NUMBER OF ENROLLEES, INSTRUCTOR CHARACTERISTICS, AND CRITERIA FOR EVALUATING COURSES AND LIBRARY MATERIALS USED FOR THEM. QUESTIONNAIRES COVERING THESE TOPICS WERE MAILED TO 443 NCATE AND 757 NON-NCATE INSTITUTIONS, WHICH RESPONDED AT THE RATE OF 62 AND 68 PERCENT RESPECTIVELY, REPRESENTING SLIGHTLY MORE THAN HALF THE NATIONAL TOTAL OF NCATE AND NON-NCATE INSTITUTIONS. A SUMMARY PRESENTS GENERAL COURSE, STUDENT, TEACHER, AND EVALUATION CHARACTERISTICS, AND COMPARES THE TWO GROUPS OF INSTITUTIONS. SO LITTLE DIFFERENCE IS SHOWN BETWEEN NCATE AND NON-NCATE INSTITUTIONS THAT THE AUTHOR RECOMMENDS CONSOLIDATION OF NCATE AND ALL REGIONAL ACCREDITATION ASSOCIATIONS. THIS ARTICLE WAS PUBLISHED IN "THE NEW CAMPUS," VOLUME 20, SPRING 1967, AN ANNUAL PUBLICATION OF THE ASSOCIATION FOR FIELD SERVICES IN TEACHER EDUCATION, AND IS AVAILABLE FROM HERMAN D. PHELPS, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA 27834. (JA)

ED 012 407 AC 000 614

FOREMAN, WAYNE J.

MANAGEMENT TRAINING IN LARGE CORPORATIONS, A SURVEY OF METHODS, PROGRAMS AND RECRUITING.

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *MANAGEMENT DEVELOPMENT, *PARTICIPANT CHARACTERISTICS, *RECRUITMENT, *TRAINING TECHNIQUES, EDUCATIONAL BACKGROUND, INDUSTRIAL TRAINING, INSERVICE TRAINING, INTERAGENCY COOPERATION, ON THE JOB TRAINING, SURVEYS.

A SURVEY WAS MADE OF MANAGEMENT AND DEVELOPMENT PROGRAMS, USING DATA OBTAINED FROM 49 CORPORATIONS WITH THE HIGHEST SALES VOLUME IN 1964. IT WAS FOUND THAT THE TRAINING TECHNIQUES MOST EFFECTIVELY USED INCLUDED ON-THE-JOB TRAINING, CONFERENCE AND DISCUSSION GROUPS, AND JOB ROTATION, AND THAT UNIVERSITY COURSES, MANAGEMENT SEMINARS, AND AMERICAN MANAGEMENT ASSOCIATION COURSES WERE GENERALLY USED. THREE BASIC TYPES OF PROGRAMS WERE USED—FORMAL, INFORMAL, OR A COMBINATION OF BOTH. EIGHTY-NINE PERCENT OF RESPONDENTS HAD FOUND COLLEGE PLACEMENT BUREAUS TO BE THE MOST PRODUCTIVE SOURCE FOR RECRUITING MANAGEMENT TRAINEES. ALL OF THEM RANKED INTELLIGENCE AS ONE OF THE FIVE MOST IMPORTANT PERSONAL CHARACTERISTICS DESIRED. OF TRAINEES SELECTED, 48.2 PERCENT HAD BACKGROUNDS IN A SCIENTIFIC FIELD AS COMPARED TO 35.5 PERCENT WITH BACKGROUNDS IN GENERAL BUSINESS. THIS ARTICLE WAS PUBLISHED IN "TRAINING AND DEVELOPMENT JOURNAL," MAY 1967, A MONTHLY JOURNAL OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 313 PRICE PLACE, P.O. BOX 5307, MADISON, WISCONSIN 53706. (SM)

ED 012 408

AC 000 615

CRAWFORD, HAROLD E.

A NOTE OF CAUTION ON LISTENING TRAINING. STUDY SHOWS POSSIBLE FALSE IMPRESSIONS AND OVER-EVALUATION.

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION SKILLS, *LISTENING SKILLS, *PROGRAM EVALUATION, *TRAINING TECHNIQUES, AUDITORY TRAINING, HONEYWELL, HOPKINS, INDUSTRIAL TRAINING, POST TESTING, PROGRAMED TEXTS, RESEARCH, RESPONSE MODE, TEST RESULTS, TEST VALIDITY.

HONEYWELL USED AN AUDIO-PROGRAMED COURSE IN LISTENING SKILLS, CONSISTING OF A SERIES OF TAPED STATEMENTS OF VARYING LENGTH AND COMPLEXITY, WITH CONSIDERABLE NOISE, AND THE TRAINEE MADE A WRITTEN OR ORAL RESPONSE. IT TOOK 2.5 TO 3 HOURS TO COMPLETE, PLUS AN ADDITIONAL 1/2 HOUR FOR PRE- AND POST-TESTING. THE FIRST GROUP SHOWED TWOFOLD TO THREEFOLD INCREASE IN AVERAGE SCORES. WITH ANOTHER GROUP OF EMPLOYEES, THE PRE- AND POST-TESTS WERE REVERSED, AND IT WAS FOUND THAT THE AVERAGE SCORE AT THE END OF THE PROGRAM WAS LOWER THAN AT THE BEGINNING. IT WAS CONCLUDED THAT THE POST-TEST WAS EASIER THAN THE PRETEST. TWO PERSONS AT HONEYWELL TOOK THE PRETEST AND IMMEDIATELY THE POST-TEST (WITH NO TRAINING) AND SHOWED BETTER THAN A TWOFOLD INCREASE. A COMPARISON OF THE TESTS SHOWED THAT THERE WERE DIFFERENT NUMERICAL POINT VALUES FOR CORRECT RESPONSE.

S. THERE WAS GREATER MATHEMATICAL PROBABILITY THAT THE TRAINEE WOULD SCORE BETTER ON THE POST-TEST. ADVERSE CONSEQUENCES OF THIS INCLUDE FALSE IMPRESSIONS OF AMOUNT OF LEARNING AND OVER-EVALUATION OF THE COURSE. SOME IMPROVEMENT WAS ACHIEVED BY THE TRAINING, BUT CAUTION IS URGED IN SELECTING TRAINING PROGRAMS FOR LISTENING SKILLS. THIS ARTICLE WAS PUBLISHED IN "TRAINING AND DEVELOPMENT JOURNAL," MAY 1967, A MONTHLY JOURNAL OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 313 PRICE PLACE, P.O. BOX 5307, MADISON, WISCONSIN 53706. (EB)

ED 012 409

AC 000 616

SIEGEL, GILBERT B. SULLIVAN, DO. NALDM.

BUILDING AN ENVIRONMENTAL TRAINING MODEL, MAPCORE - A TRAINING EXERCISE FOR AIR POLLUTION CONTROL.

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AIR POLLUTION CONTROL, *MODELS, *PROGRAM EVALUATION, *TRAINING TECHNIQUES, ADMINISTRATIVE PERSONNEL, CASE STUDIES (EDUCATION), CONTROLLED ENVIRONMENT, INTERDISCIPLINARY APPROACH, LOS ANGELES, MAPCORE, PROGRAM CONTENT, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, RESEARCH, ROLE PLAYING, SEQUENTIAL LEARNING, SEQUENTIAL PROGRAMS, SIMULATED ENVIRONMENT, SIMULATION, UNIVERSITY OF SOUTHERN CALIFORNIA.

NEW AIR POLLUTION CONTROL PROGRAMS HAVE RESULTED FROM THE "CLEAN AIR ACT" PASSED BY CONGRESS IN DECEMBER 1963. THE UNIVERSITY OF SOUTHERN CALIFORNIA DEVELOPED A TRAINING MODEL, CALLED "MAPCORE," WHICH PROVIDES A SEMISTRUCTURED ENVIRONMENT, IS PRACTICAL AND REALISTIC IN APPROACH, PROVIDES OPPORTUNITY FOR HIGH CREATIVITY, PROVIDES AN INTERDISCIPLINARY APPROACH, AND CAN BE APPLIED TO TRAINING PROGRAMS IN ANY FIELD WHERE A CONTINUOUS, INTEGRATIVE THREAD OF DEVELOPMENT IS NEEDED. IT IS BASED ON THE AIRLIE HOUSE REPORT ON THE THREE SKILLS NEEDED BY AIR POLLUTION CONTROL OFFICIALS—ENGINEERING AND APPLIED PHYSICAL SCIENCE, BIOLOGICAL AND MEDICAL SCIENCE, AND SOCIAL SCIENCE—AND ON "DIXON, TILLER COUNTY" WHICH PROVIDES A BASIC SCHEME OF A COMMUNITY THAT COULD BE SELECTIVELY MODIFIED. BUILT ON A PROGRESSIVE CONTINUUM, "MAPCORE" CONSISTS OF—THE TOTAL HYPOTHETICAL COMMUNITY (DIXON, TILLER COUNTY), A SIMULATION FRAMEWORK, AND THE "IGNITERS" WHICH START THE STUDENTS ON THEIR SIMULATION ACTIVITIES. IT IS PROBABLY POSSIBLE TO APPLY THE "MAPCORE" PRINCIPLE TO MOST TRAINING SITUATIONS, BUT CAREFUL PLANNING AND ANALYSIS WILL BE REQUIRED. THIS ARTICLE WAS PUBLISHED IN "TRAINING AND DEVELOPMENT JOURNAL," MAY 1967, A MONTHLY JOURNAL OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, 313 PRICE PLACE, P.O. BOX 5307, MADISON, WISCONSIN 53706. (EB)

ED 012 410

AC 000 673

PEACE CORPS, CONGRESSIONAL PRESENTATION, FISCAL YEAR 1967.

PEACE CORPS, WASHINGTON, D.C.

PUB DATE MAY 66

EDRS PRICE MF-\$9.75 HC-\$5.32 133P.

DESCRIPTORS *DEVELOPING NATIONS, *FEDERAL LEGISLATION, *FINANCIAL POLICY, *TECHNICAL ASSISTANCE, *VOLUNTEER TRAINING, ADMINISTRATIVE POLICY, BUDGETS, CULTURAL EXCHANGE, DISTRICT OF COLUMBIA, EXCHANGE PROGRAMS, FEDERAL PROGRAMS, INTERAGENCY COORDINATION, INTERNATIONAL EDUCATION, PARTICIPANT CHARACTERISTICS, PEACE CORPS, PERSONNEL SELECTION, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, RESEARCH, STATISTICAL DATA, TESTING, VOLUNTEERS.

THIS REPORT TO CONGRESS DISCUSSES THE HISTORY, FINANCIAL POLICY, VOLUNTEER PROGRAMS, AND RATIONALE OF THE PEACE CORPS, WITH EMPHASIS ON PLANS TO IMPROVE TRAINING AND EXPAND ITS PROGRAM. PEACE CORPS TEACHING, COMMUNITY DEVELOPMENT, AGRICULTURAL DEVELOPMENT, AND HEALTH EDUCATION IN VARIOUS DEVELOPING COUNTRIES ARE REVIEWED AND EVALUATED. A PROPOSAL (INCLUDING BUDGET, RECRUITMENT AND PERSONNEL POLICY, AND TRAINING CURRICULUM) IS SET FORTH FOR A PARTNERSHIP EXCHANGE, AND AN EXCHANGE PEACE CORPS, IN WHICH FOREIGN VOLUNTEERS WOULD CONTRIBUTE TO THE SOCIAL AND EDUCATIONAL DEVELOPMENT OF HOST COMMUNITIES BY TEACHING NATIVE LANGUAGES AND CULTURES AND ASSISTING "VISTA" VOLUNTEERS. THE 1965 AND 1966 PEACE CORPS BUDGETS, AND THE PROPOSED 1967 BUDGET OF \$112,150,000 FOR BASIC PEACE CORPS WORK (TITLE I) AND FOR THE PROPOSED EXCHANGE AND VOLUNTEER PROGRAMS (TITLES II AND III), INCLUDE VOLUNTEER AND PROJECT COSTS (PRETRAINING, TRAINING, OVERSEAS COSTS, ALLOWANCES, AND RESEARCH) AND ADMINISTRATIVE EXPENSES (PERSONNEL, MAINTENANCE, SUPPLIES AND EQUIPMENT, TESTING, AND TRAVEL AND TRANSPORTATION). THE DOCUMENT INCLUDES STATISTICAL PROGRAM SUMMARIES AND VOLUNTEER AND TRAINEE DATA. (LJ)

ED 012 411

AC 000 828

DONOHUE, DAN AND OTHERS

GUIDELINES FOR TEACHING THE "UNDER-EDUCATED" ADULT.

WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.52 113P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ILLITERATE ADULTS, *LITERACY EDUCATION, *TEACHING GUIDES, ANNOTATED BIBLIOGRAPHIES, ARITHMETIC, AUDIOVISUAL AIDS, EVALUATION TECHNIQUES, FUNCTIONALLY ILLITERATE, HANDWRITING, INSTRUCTIONAL AIDS, LANGUAGE SKILLS, MOTIVATION TECHNIQUES, NON ENGLISH SPEAKING, OLYMPIA, PARTICIPANT CHARACTERISTICS, READING MATERIALS, READING SKILLS, SPELLING, TEACHER QUALIFICATIONS, TEACHING METHODS.

THE WASHINGTON STATE DEPARTMENT OF PUBLIC INSTRUCTION PREPARED THESE GUIDELINES FOR TEACHERS OF UNDEREDUCATED ADULTS—ILLITERATE, FUNCTIONALLY ILLITERATE, AND NON-ENGLISH-SPEAKING. THE RATE OF ILLITERACY HAS BEEN DECLINING, STANDING IN 1960 AT 18,069. FUNCTIONAL ILLITERACY IS HARDER TO DEFINE

SINCE CRITERIA ARE CONSTANTLY CHANGING, BUT IT IS FOUND MOSTLY AMONG RURAL POPULATIONS AND MIGRANTS. IN 1960, THERE WERE 178,658 FOREIGN-BORN PERSONS IN THE STATE. STUDENT-TEACHER RELATIONSHIPS ARE DISCUSSED FIRST-THE PROBLEMS OF THE SCHOOL SITUATION FOR ADULTS, DEVELOPING STRONG MOTIVATION, A MINIMAL TESTING PROGRAM, VARIED METHODS OF TEACHING DEPENDING ON THE TYPE OF STUDENT, AND DESIRABLE TEACHER QUALIFICATIONS. COMMUNICATION SKILLS ARE PRESENTED IN A SEQUENTIAL MANNER TO SHOW THE STUDENTS THE EVERYDAY APPLICATIONS OF SUCH SKILLS FOR THEIR ADVANTAGE-ENGLISH LANGUAGE (GRADES 0-3, 4-6, AND 7-8), SPELLING, READING, HANDWRITING, AND ARITHMETIC. INCLUDED IN THE APPENDIX ARE TIPS FOR TEACHERS, A CONDENSED READING CURRICULUM, A BIBLIOGRAPHY OF TEXTS FOR TEACHING READING, BASIC READING TEXTS, SUPPLEMENTAL READING MATERIALS, A LIST OF AUDIOVISUAL AIDS, AND FILM CATALOGS. (EB)

ED 012 412 AC 000 842

EDSTROM, LARS-OLOF
CORRESPONDENCE INSTRUCTION IN ETHIOPIA, KENYA, TANZANIA, MALAWI, ZAMBIA, AND UGANDA-EXPERIENCES, NEEDS, AND INTEREST.
DAG HAMMARSKJOLD FOUNDATION, STOCKHOLM SWEDEN
PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$5.60 140P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CORRESPONDENCE STUDY, *DEVELOPING NATIONS, *NATIONAL PROGRAMS, ADMINISTRATION, AFRICA, COMMUNITY DEVELOPMENT, EDUCATIONAL NEEDS, ETHIOPIA, FINANCIAL SUPPORT, GOVERNMENT ROLE, INSTRUCTIONAL MATERIALS, KENYA, LIBRARY SERVICES, LITERACY EDUCATION, MALAWI, MASS MEDIA, PROGRAM DEVELOPMENT, RURAL AREAS, SURVEYS, TANZANIA, TEACHER EDUCATION, TEACHER QUALIFICATIONS, TEACHING METHODS, UGANDA, UNIVERSITY EXTENSION, ZAMBIA.

THIS REPORT ON THE SALIENT FEATURES AND CONCERNS OF CORRESPONDENCE INSTRUCTION IN ETHIOPIA, KENYA, TANZANIA, MALAWI, ZAMBIA, AND UGANDA-(1) DISCUSSES ADVANTAGES, DISADVANTAGES, AND REQUIREMENTS OF THE CORRESPONDENCE METHOD IN AN AFRICAN CONTEXT, (2) SURVEYS CONDITIONS AND FACILITIES (POSTAL SERVICES, ROADS, INSTRUCTIONAL RADIO AND TELEVISION, CORRESPONDENCE SCHOOLS AND COLLEGES, AND RESOURCES FOR PRODUCING INSTRUCTIONAL MATERIALS), (3) SUGGESTS NATIONAL TASKS FOR CORRESPONDENCE TEACHING, AND (4) ASSESSES INTEREST IN A PROPOSED 1967 CORRESPONDENCE INSTRUCTION SEMINAR. TEACHER TRAINING AND UPGRADING, PREPARATION OF CORRESPONDENCE EDUCATORS, MASS EDUCATION OF UNEMPLOYED PRIMARY SCHOOL DROPOUTS, INSERVICE MEDICAL TRAINING (FOR EXAMPLE, FOR THE ETHIO-SWEDISH PEDIATRIC CLINIC), IMPROVEMENT OF TEACHING METHODS BY COMBINING CORRESPONDENCE COURSES WITH CLASSROOM SETTINGS, AND INCULCATION OF STUDY SKILLS AND HABITS FOR LIFELONG LEARNING, ARE DISCUSSED AS A PART OF THE URGENT MANPOWER TRAINING NEEDS THROUGHOUT AFRICA. PROBLEMS AND

ISSUES SUCH AS LANGUAGE (AS IN ETHIOPIA AND MALAWI) AND GOVERNMENTAL VERSUS PRIVATE COURSES, MAJOR ORGANIZATIONS SUCH AS THE CORRESPONDENCE COURSE UNIT (ZAMBIA MINISTRY OF EDUCATION), OUTSTANDING EFFORTS SUCH AS THE MALAWI CORRESPONDENCE COLLEGE RADIO CLASSROOM, AND RECOMMENDATIONS ON PARTICIPATION IN THE SEMINAR, ARE STRESSED. APPENDICES ON OPERATING EXPENSES AND PROGRAM PLANNING ARE INCLUDED. (LY)

ED 012 413 AC 001 086

BURRICHTER, ARTHUR JENSEN, GLENN
RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN PLAINS REGION, 1945-1966.
WYOMING UNIV., LARAMIE, COLL. OF EDUC.

PUB DATE MAR 67

EDRS PRICE MF-\$0.50 HC-\$3.36 84P.

DESCRIPTORS *ADULT EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL METHODS, *RESEARCH, ADULT BASIC EDUCATION, ADULT EDUCATORS, ADULT LEARNING, DOCTORAL THESES, EDUCATIONAL INTEREST, EDUCATIONAL NEEDS, HIGHER EDUCATION, LARAMIE, LEADERSHIP TRAINING, MASTERS THESES, MIGRANT ADULT EDUCATION, PARTICIPANT CHARACTERISTICS, PARTICIPATION, PROFESSIONAL TRAINING, PUBLIC SCHOOL ADULT EDUCATION, RURAL EXTENSION, UNIVERSITY EXTENSION, VOCATIONAL TRAINING, WOMENS EDUCATION.

THIS COMPILATION OF ABSTRACTS OF ADULT EDUCATION RESEARCH STUDIES CONDUCTED IN NEW MEXICO, ARIZONA, NEVADA, UTAH, IDAHO, WYOMING, AND COLORADO COVERS COLLEGE AND UNIVERSITY ADULT EDUCATION, PUBLIC SCHOOL ADULT PROGRAMS (MAINLY SECONDARY AND ADULT BASIC EDUCATION), VOCATIONAL AND TECHNICAL TRAINING (INCLUDING INDUSTRIAL IN-SERVICE TRAINING), ADULT LEARNING AND CREATIVITY AND APPROPRIATE TESTING, MIGRANT ADULT EDUCATION, CIVIL DEFENSE EDUCATION, EDUCATIONAL METHODS AND MEDIA, PROGRAM ADMINISTRATION, SOCIOECONOMIC INFLUENCES, THE NEED FOR RESEARCH PERSONNEL, AND THE NEEDS, INTERESTS, AND OTHER CHARACTERISTICS OF VARIOUS CLIENTELE GROUPS (RURAL DWELLERS, VETERANS, THE AGED, AND WELFARE RECIPIENTS). CRITERIA FOR JUDGING THE SIGNIFICANCE AND SUITABILITY OF THESE STUDIES INCLUDED (1) STUDIES COMPLETED SINCE 1945, (2) SPECIFIC STUDIES CARRIED ON IN EACH STATE AND DISTINCTLY PERTAINING TO THAT STATE, AND (3) STUDIES DONE IN A GIVEN STATE, INVOLVING PEOPLE OF PROJECTS OUTSIDE THE STATE WHERE THE FINDINGS WOULD APPLY TO THE ENTIRE FIELD OF ADULT EDUCATION. EACH ABSTRACT CONTAINS THE PURPOSES, METHODS USED, AND A SUMMARY OF THE FINDINGS. (LY)

ED 012 414 AC 001 212

WOLFFBEIN, SEYMOUR L.
EDUCATION AND TRAINING FOR FULL EMPLOYMENT.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMPLOYMENT LEVEL, *MANPOWER DEVELOPMENT, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, ECONOMIC PROGRESS, ECONOMICALLY DISADVANTAGED, FEDERAL LEGISLATION, FEDERAL PROGRAMS, FINANCIAL POLICY, HEADSTART PROJECT, INCOME, INDUSTRIAL TRAINING, JOB CORPS, JOB TRAINING, MANPOWER DEVELOPMENT AND TRAINING ACT, MANPOWER UTILIZATION, MOTIVATION, PARTICIPANT CHARACTERISTICS, POVERTY PROGRAMS, RETRAINING, SOCIAL CHANGE, UNEMPLOYMENT, VISTA.

DURING THE EARLY 1960'S, THREE PRIMARY CHANGES OCCURRED IN THE UNITED STATES WHICH CALLED FOR A BASIC REORIENTATION IN ATTITUDES, POLICIES, AND PROGRAMS OF ACTION. INVOLVED WERE (1) AN ECONOMIC POLICY TO REDUCE UNEMPLOYMENT THROUGH ECONOMIC GROWTH (1964 REVENUE ACT), (2) AN ACTIVE MANPOWER POLICY TO PROVIDE A TRAINED LABOR SUPPLY (1965 MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) AND OTHERS), AND (3) A CHALLENGE TO THE STANDING RELATIONSHIPS BETWEEN WORK AND INCOME (RENEWED DISCUSSION OF THE NEGATIVE INCOME TAX). PARTS I AND II OF THIS BOOK PRESENT 10 PRINCIPLES OF THE EDUCATION AND TRAINING PROCESS, HISTORICAL FOUNDATIONS OF THE PROGRAMS, AND THEIR SOCIAL AND ECONOMIC CONSEQUENCES. PART III IS A FIRST APPRAISAL OF THE PROGRESS SO FAR OF SPECIFIC PROGRAMS. MDTA INSTITUTIONAL AND ON-THE-JOB TRAINING PROGRAMS ARE EXAMINED IN TERMS OF NUMBER OF PARTICIPANTS, THEIR AGE, SEX, COLOR, EDUCATIONAL LEVELS, LABOR FORCE STATUS, OCCUPATIONS TRAINED FOR, AND EMPLOYMENT AFTER TRAINING. SPECIAL PROGRAMS FOR MENTAL RETARDATEES, PRISON INMATES, AND ARMED FORCES REJECTEEES, AS WELL AS THE VISTA, JOB CORPS, AND HEADSTART PROJECTS, ARE REVIEWED. THIS BOOK WAS PUBLISHED BY THE COLUMBIA UNIVERSITY PRESS, 2960 BROADWAY, NEW YORK, NEW YORK 10027, 277 PAGES. (AJ)

ED 012 415 AC 001 228

FRIEDMAN, CLARA H. AND OTHERS
INVENTORY OF FEDERALLY SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS. REPORT TO THE PRESIDENT'S NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. PART I AND PART 2.
GREENLEIGH ASSOCIATES INC., NEW YORK, N.Y.

PUB DATE MAR 67

EDRS PRICE MF-\$1.50 HC-\$14.92 373P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *DIRECTORIES, *FEDERAL AID, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, ADULT BASIC EDUCATION, ADULT EDUCATION, ADULT VOCATIONAL EDUCATION, COMMUNITY ROLE, FEDERAL LEGISLATION, FINANCIAL SUPPORT, MANPOWER DEVELOPMENT, NEW YORK CITY, PROFESSIONAL TRAINING, PROGRAMS, QUESTIONNAIRES, RURAL EXTENSION, SURVEYS, UNIVERSITIES, UNIVERSITY EXTENSION, URBAN EXTENSION, VOCATIONAL EDUCATION.

ONE OF THE FIRST CONCERNS OF THE PRESIDENT'S ADVISORY COUNCIL AFTER IT WAS APPOINTED UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965, WAS TO IDENTIFY AND EVALUATE ALL

FEDERALLY SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS, INCLUDING COMMUNITY SERVICE PROGRAMS, COMMUNITY SERVICE PROGRAMS, ADULT VOCATIONAL EDUCATION, ADULT BASIC EDUCATION, MANPOWER DEVELOPMENT, VOCATIONAL EDUCATION, RESPONSE TO THE QUESTIONNAIRE DEVELOPED AND CIRCULATED BY GREENLEIGH ASSOCIATES, AND 16 OFFICES REPORTED THEY HAD NO PROGRAMS IN THIS AREA. THE RESPONSES CREATED THE MOST EXTENSIVE, EXTANT LISTING OF SUCH PROGRAMS, ALONG WITH MORE ABUNDANT INFORMATION ON INDIVIDUAL PROGRAMS. AN ABSTRACT OF EACH PROGRAM INCLUDES THE TITLE, ADMINISTERING AGENCY, PURPOSE, ELIGIBILITY, NUMBER OF COLLEGES AND UNIVERSITIES INVOLVED, LEGISLATIVE AUTHORIZATION, FACILITIES, PROBLEMS, FUNDING, JURISDICTION, COMMUNICATION TO THE NATIONAL COUNCIL, AND PUBLICATIONS. PROGRAMS ARE INDEXED BY TITLE, AGENCY, AREA OF MAJOR EMPHASIS (URBAN OR RURAL), TYPE OF TRAINING PROVIDED, POPULATION SECTOR SERVED, AND PROGRAMS PROVIDING CONTINUING EDUCATION FOR GOVERNMENT EMPLOYEES. IT IS RECOMMENDED THAT THE INVENTORY BE REVISED ANNUALLY. THE DOCUMENT INCLUDES TABLES AND THE QUESTIONNAIRE. IT IS ALSO AVAILABLE FROM GREENLEIGH ASSOCIATES, INC., 355 LEXINGTON AVENUE, NEW YORK, NEW YORK 10017. (AJ)

ED 012 416 AC 001 240
WORCESTER, D.A.

A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA, 1960-1967.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.44 36P.

DESCRIPTORS *ADULT EDUCATORS, *EVALUATION, *GRADUATE STUDY, *PROFESSIONAL EDUCATION, *PROGRAM ADMINISTRATION, ADULT EDUCATION, EDUCATIONAL RESEARCH, FINANCIAL AID, FINANCIAL SUPPORT, FOUNDATION PROGRAMS, INSERVICE TRAINING, INTERDISCIPLINARY APPROACH, INTERNSHIP PROGRAMS, LINCOLN, PROFESSIONAL TRAINING, UNIVERSITY OF NEBRASKA, W.K. KELLOGG FOUNDATION.

IN 1960, THE UNIVERSITY OF NEBRASKA SET UP AN INTERDISCIPLINARY GRADUATE PROGRAM FOR ADULT EDUCATORS, AND A PROGRAM FOR EVALUATING THE NEW CENTER FOR CONTINUING EDUCATION AND FOR COORDINATING RESEARCH RELATIVE TO THE GREAT PLAINS REGION. THE PROJECT WAS FUNDED BY THE KELLOGG FOUNDATION. DIRECTED BY DR. ALAN KNOX, WITH THE COOPERATION OF THE DEPARTMENTS OF SOCIOLOGY, EDUCATIONAL ADMINISTRATION, AND EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS, THE PROGRAM LED TO AN M.A. OR PH.D. DEGREE. NEW COURSES WERE CREATED BY EACH DEPARTMENT AND CERTAIN NONCREDIT ACTIVITIES WERE PROVIDED, SUCH AS STAFF SEMINARS, ABSTRACTS OF RESEARCH, AND CONFERENCES. INTERNSHIPS AT THE CENTER CARRYING A STIPEND UP TO \$4,200 WERE PROVIDED, AND OTHER FINANCIAL AID WAS AVAILABLE. THE PROGRAM WAS CONSIDERED EFFECTIVE IN GENERAL, BUT A NEED WAS FELT FOR A PERMANENT, AUTONOMOUS

DEPARTMENT WITH A LARGER STAFF, A MORE FLEXIBLE PROGRAM WITH DIRECT ORIENTATION TOWARD ADULT EDUCATION, A CLARIFICATION OF THE INTERNSHIP PROGRAM, AND A RECONSIDERATION OF DEGREES OFFERED. THE OFFICE OF ADULT EDUCATION RESEARCH (OAE) ACTIVITIES WERE MANY, IMAGINATIVE, AND THOROUGH, BUT UNFORTUNATELY IT CLOSED IN JUNE 1967 WITH THE CESSATION OF FOUNDATION FUNDING. THE DOCUMENT INCLUDES LISTS OF OAE PROJECTS COMPLETED AND IN PROGRESS, RESEARCH GRANTS, AND PUBLICATIONS BY CENTER PERSONNEL. (AJ)

ED 012 417 AC 001 248
WORCESTER, D.A.

AN EVALUATION OF THE FIRST 11 YEARS OF THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY.

WISCONSIN UNIV., MADISON

PUB DATE JUL 66

EDRS PRICE MF-\$0.50 HC-\$4.92 123P.

DESCRIPTORS *AGRICULTURAL RESEARCH PROJECTS, *GRADUATE STUDY, *PROFESSIONAL TRAINING, *RURAL EXTENSION, ADMINISTRATIVE PERSONNEL, ADMINISTRATIVE PROBLEMS, ADULT EDUCATORS, EVALUATION, FELLOWSHIPS, FINANCIAL SUPPORT, INSERVICE TRAINING, INTERDISCIPLINARY APPROACH, INTERNSHIP PROGRAMS, MADISON, NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY, PROGRAM DESCRIPTIONS, RESEARCH NEEDS, TRAINING OBJECTIVES.

THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES, HELPED BY A GRANT FROM THE W.K. KELLOGG FOUNDATION, ESTABLISHED THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY AT THE UNIVERSITY OF WISCONSIN IN 1955. THE PURPOSE WAS TO IMPROVE THE COOPERATIVE EXTENSION SERVICE BY AN INTERDISCIPLINARY PROGRAM OF GRADUATE STUDY, INSERVICE TRAINING IN ADMINISTRATION AND SUPERVISION, RESEARCH, AND INFORMATION DISSEMINATION. THE CENTER HAS GRANTED 85 PH.D. DEGREES AND 83 MASTER'S DEGREES, AND HAS BEEN PROMINENT IN THE ACADEMIC UPGRADING OF THE COOPERATIVE EXTENSION SERVICE FROM THE COUNTY WORKER TO THE HIGHEST ADMINISTRATIVE LEVELS. RESEARCH HAS RESULTED IN CHANGES IN STRUCTURAL ORGANIZATION OF STATE STAFFS, METHODS OF PERSONNEL SELECTION AND EVALUATION, SUPERVISION, AND STATEWIDE PROGRAM PLANNING. AN EXPANDED PROGRAM SHOULD INCLUDE STUDIES OF PROBLEMS RELATING TO THE MERGING OF EXTENSION SERVICES TO PREPARE INDIVIDUALS FOR ADMINISTRATIVE RESPONSIBILITIES IN MERGED PROGRAMS. APPENDICES INCLUDE A ROSTER OF FELLOWS OF THE CENTER, A LISTING OF STAFF MEMBERS, A DESCRIPTION OF PUBLICATIONS, AND POLICIES CONCERNING CENTER FELLOWSHIPS AND SUPPORTING GRADUATE RESEARCH. (AJ)

ED 012 418 AC 001 249

POLLOCK, KATHRYN M. AND OTHERS
CONTINUING EDUCATION IN HOME ECONOMICS FOR OUT-OF-SCHOOL YOUTH AND ADULTS, A GUIDE FOR PLANNING AND ORGANIZING LOCAL PROGRAMS.
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.76 44P.

DESCRIPTORS *FAMILY LIFE EDUCATION, *HOME ECONOMICS EDUCATION, *PROGRAM GUIDES, *PROGRAM PLANNING, *STATE CURRICULUM GUIDES, ADULT CHARACTERISTICS, ADULT EDUCATION PROGRAMS, ALBANY, COMMUNITY STUDY, COURSE OBJECTIVES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, PROGRAM CONTENT, PROGRAM EVALUATION, PROMOTION (PUBLICIZE), RECORDS (FORMS).

REPLACING "HOMEMAKING EDUCATION FOR ADULTS," PUBLISHED BY THE NEW YORK STATE EDUCATION DEPARTMENT IN 1966, THIS GUIDE INCLUDES EDUCATION FOR PERSONAL AND FAMILY LIVING AND FOR OCCUPATIONAL SKILLS. IT SHOULD BE HELPFUL TO ADULT EDUCATION DIRECTORS, SCHOOL PRINCIPALS, SUPERVISORS OF HOME ECONOMICS, AND AREA-CENTER PROGRAM PLANNERS. IT PRESENTS CONTENT AREAS WHICH PROVIDE A SOURCE FOR DESIGNS OF SUCH INFORMAL ACTIVITIES AS CLINICS, DISCUSSIONS, FIELD TRIPS, AND EXHIBITIONS, LISTS OBJECTIVES FOR THE TWO ASPECTS OF HOME ECONOMICS, PRESENTS AN OVERVIEW OF OFFERINGS AVAILABLE, AND SUGGESTS WAYS TO DETERMINE LOCAL NEEDS BY ANALYZING PRESENT OPPORTUNITIES FOR ADULT LEARNING AND COLLECTING INFORMATION ON ADULT CHARACTERISTICS AND THEIR PROBLEMS. IT SUGGESTS FIVE WAYS OF DEVELOPING AND OPERATING A LOCAL PROGRAM, EMPHASIZES THE IMPORTANCE OF INTERPRETING IT PROPERLY, GIVES SUGGESTIONS FOR STIMULATING PEOPLE TO PARTICIPATE, AND INDICATES SOME WAYS TO PROVIDE SPACE AND FACILITIES WHICH PROMOTE LEARNING BY ADULTS. IT DESCRIBES THE TYPE OF FINANCIAL RECORDS, INVENTORIES, AND PARTICIPANT RECORDS THAT ARE NECESSARY, AND LISTS QUESTIONS TO HELP DETERMINE THE VALUE OF THE PROGRAM. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED. (SM)

ED 012 419 AC 001 252
FUCHS, JOSEPH AND OTHERS

INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES, TEACHER'S GUIDE, 1967.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.40 35P.

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *STATE CURRICULUM GUIDES, *TEACHING GUIDES, *TEACHING TECHNIQUES, *VOCATIONAL EDUCATION, ALBANY, CURRICULUM PLANNING, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, LESSON PLANS, MANPOWER DEVELOPMENT AND TRAINING ACT, NEW YORK, PROGRAM CONTENT, RECORDS (FORMS), STUDENT RECORDS, STUDENT TEACHER RELATIONSHIP, TESTING, TRAINING ALLOWANCES, UNEMPLOYED.

THIS GUIDE WAS PLANNED PRIMARILY FOR USE IN THE SCHOOLS OF NEW YORK STATE TO FAMILIARIZE AN INSTRUCTOR WITH THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) AND TO GIVE HIM KNOWLEDGE OF TEACHING TECHNIQUES FOR MDTA COURSES. THE EMPHASIS IS PLACED ON THE PRACTICAL ASPECTS OF THE MDTA AND THE PRACTICAL ASPECTS OF TEACHING, RATHER THAN ON DISCUSSIONS RELATING TO IN-

TRICACIES OF THE LAW OR THEORIES OF TEACHING. THE GUIDE CONSISTS OF TWO PARTS. THE FOCUS OF PART 1 IS ON THE ACT AS IT RELATES TO THE TRAINEE, INCLUDING DISCUSSIONS OF THE DURATION OF TRAINING, THE TRAINING ALLOWANCE, AND LIMITATIONS ON THE ALLOWANCE. PART 2 PROVIDES A TOPICAL OUTLINE GEARED TO THE REQUIREMENTS OF TEACHING AN MDTA COURSE, INCLUDED IN THE APPENDIX ARE SAMPLE FORMS FOR REPORTING ON MDTA CLASSES-TRAINING CERTIFICATION, REQUESTS FOR ALLOWANCES, TRAINEE TERMINATION, EQUIPMENT PURCHASED, AND WEEKLY REPORTS. (SM)

ED 012 420 AC 001 253
GAENZLE, LAWRENCE W. AND OTHERS
LAW EVERYONE SHOULD KNOW, ADULT COURSE OUTLINE.
NEW YORK STATE EDUCATION DEPT., ALBANY
REPORT NUMBER NYS-ED-BULL-98
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$4.16 104P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *INSTRUCTIONAL FILMS, *LAW INSTRUCTION, *LAYMEN, *STATE CURRICULUM GUIDES, ALBANY, COURSE CONTENT.

THIS LATEST REVISION OF THE INTRODUCTORY COURSE IN LAW FOR LAYMEN (AS PRACTICED IN NEW YORK STATE) DISCUSSES THE NEW DIVORCE LAW, CAPITAL PUNISHMENT, PROTECTION AGAINST SELF-INCRIMINATION, AND TAKING AGAINST A WILL, AS WELL AS OTHER CHANGES IN THE LAW SINCE THE LAST REVISION IN 1961. COURSE 1 INCLUDES SESSIONS ON WILLS DEFINED, WILLS AND ESTATE PLANNING, FAMILY RELATIONS, ACCIDENTS, LOCAL GOVERNMENT, CRIMINAL LAW, COURTS, AND LITIGATION. COURSE 2 COVERS CONTRACTS, REAL ESTATE, NEGOTIABLE INSTRUMENTS, BUSINESS ORGANIZATION, EMPLOYMENT LAWS, COURTS, AND LITIGATION. THE APPENDIX INCLUDES SEVERAL TIPS FOR INSTRUCTORS, A LIST OF 11 FILMS, AND THE ADDRESSES OF THE SOURCES FOR THEM. (EB)

ED 012 421 AC 001 264
THE ADMINISTRATION OF ADULT BASIC EDUCATION, A MANUAL OF TRAINING MATERIALS.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.50 45P.
DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *ADULT BASIC EDUCATION, *CASE STUDIES (EDUCATION), *INSTRUCTIONAL MATERIALS, *MANUALS, COMMUNITY RESOURCES, DISTRICT OF COLUMBIA, EDUCATIONAL ADMINISTRATION, EDUCATIONAL PLANNING, GUIDELINES, INSTRUCTIONAL TECHNOLOGY, INTERAGENCY COOPERATION, ORGANIZATIONAL CHANGE, PROFESSIONAL TRAINING, SCHOOL PERSONNEL, GRANT OEG-2-6-061894-1894

TRAINING MATERIALS, DEVELOPED FOR THE 1967 SUMMER INSTITUTES FOR ADMINISTRATORS OF ADULT BASIC EDUCATION PROGRAMS, ARE PRESENTED IN TWO PARTS-(1) CASE STUDIES DEVELOPED AROUND EVENTS COMMONLY OCCURRING IN THE ADMINISTRATION OF ADULT BASIC EDUCATION PROGRAMS, AND (2) PROGRAM GUIDELINES MEANT TO

SUGGEST APPROACHES TO HANDLING SPECIFIC SITUATIONS. THROUGH ANALYSIS AND DISCUSSION OF THE CASE STUDIES, PARTICIPANTS IN ADMINISTRATIVE INSTITUTES CAN ARRIVE DEDUCTIVELY AT GUIDELINES OF THEIR OWN THAT ARE APPLICABLE TO THEIR PROGRAM AND COMMUNITIES. DISCUSSION AND ANALYSIS OF PREEXISTING GUIDELINES MAY ASSIST PARTICIPANTS IN COMPARING THEIR OWN EXPERIENCES WITH COMMONLY ACCEPTED PRINCIPLES OF ADMINISTRATIVE PRACTICE. CASE STUDY TOPICS ARE-BRINGING ABOUT A CHANGE IN A HIERARCHY, EDUCATIONAL TECHNOLOGY, INTERAGENCY COOPERATION, AND COMPREHENSIVE EDUCATIONAL PLANNING. GUIDELINES ARE-THE DEVELOPMENT OF AN ADVISORY COUNCIL, THE EFFECTIVE ADMINISTRATION OF ADULT BASIC EDUCATION PROGRAMS, THE USE OF PARAPROFSSIONAL PERSONNEL, AND THE USE OF COMMUNITY RESOURCES. (AJ)

ED 012 422 AC 001 265
JOHNSON, BEN F. AND OTHERS
REPORT OF THE COMMITTEE FOR ESTABLISHING CRITERIA AND PROCEDURES FOR SELECTION OF PROPOSALS OF THE COUNCIL OF PARTICIPATING INSTITUTIONS.
GEORGIA UNIV., ATHENS
PUB DATE JUN 67
EDRS PRICE MF-\$0.25 HC-\$0.68 17P.

DESCRIPTORS *CRITERIA, *EVALUATION, *PROGRAM DEVELOPMENT, *PROGRAM PROPOSALS, *UNIVERSITY EXTENSION, ADULT EDUCATION PROGRAMS, ADVISORY COMMITTEES, ATHENS, COMMUNITY INVOLVEMENT, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, FEDERAL LEGISLATION, GEORGIA, GUIDELINES, HIGHER EDUCATION, HIGHER EDUCATION ACT OF 1965 TITLE I, PROGRAM PLANNING, RATING SCALES, STATE STANDARDS.

THE "COMMITTEE FOR ESTABLISHING CRITERIA AND PROCEDURES FOR SELECTION OF PROPOSALS" IN THE STATE OF GEORGIA, ADVISED THE CREATION OF A "PROPOSAL REVIEW COMMITTEE" TO ASSESS THE MERITS OF NEW UNIVERSITY EXTENSION PROJECTS, PROPOSED FOR FUNDING UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, PRIOR TO KNOWLEDGE OF AVAILABLE FUNDS, TO ACCOMMODATE THESE PROPOSALS TO THE AMOUNTS ACTUALLY FUNDED, AND TO CONDUCT GENERAL EVALUATION AND LIAISON. GENERAL GUIDELINES FOR FUNDING UNDER TITLE I CALLED FOR NON-CREDIT PROGRAMS OF ADULT INSTRUCTION, AT COLLEGE LEVEL OR ABOVE, TO BE CONDUCTED BY QUALIFIED INSTITUTIONS WITHIN THE SCOPE, OBJECTIVES, AND CRITERIA OF THE GEORGIA STATE PLAN. SPECIFIC PROGRAM CRITERIA WERE-(1) AN ADEQUATE SUMMARY STATEMENT, (2) A LEGITIMATE PROBLEM, (3) SIGNIFICANT AND REALISTIC OBJECTIVES, (4) SERVICE TO THE RIGHT TARGET AUDIENCE, (5) APPROPRIATE STAFF FOR PROJECT PLANNING, EXECUTION, AND EVALUATION, (6) AN EDUCATIONALLY SOUND PLAN OF EXECUTION, (7) ATTENTION TO GENUINE COMMUNITY NEEDS RATHER THAN TO INSTITUTIONAL NEEDS, (8) PARTICIPATION BY THE COMMUNITY IN PLANNING PROGRAM, (9) REAL POTENTIAL FOR CONTINUING BENEFITS TO THE WIDER PUBLIC, (10) A SOUND AND REALISTIC BUDGET, (11) PROVISION FOR EFFECTIVE POSTPROJECT

EVALUATION, AND (12) A PLAN FOR DISSEMINATING INFORMATION ON PROJECT METHODOLOGY AND RESULTS TO INTERESTED GROUPS AND INSTITUTIONS. THE DOCUMENT INCLUDED AN EVALUATION CHECKLIST. (LY)

ED 012 423 AC 001 266
MACK, LYNN AND OTHERS
EXTENDED AND REVISED NATIONAL TEACHER TRAINING ADULT BASIC EDUCATION PROGRAM, FUNDED UNDER THE ADULT EDUCATION ACT OF 1966. THIRD PROGRESS REPORT.
NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.
PUB DATE 30 JUN 67
EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *ADULT BASIC EDUCATION, *FEDERAL AID, *INSERVICE TEACHER EDUCATION, *PROGRAM DESCRIPTIONS, *PROGRAM DEVELOPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL FINANCE, EDUCATIONAL TECHNOLOGY, EDUCATIONALLY DISADVANTAGED, FEDERAL LEGISLATION, INSTITUTES (TRAINING PROGRAMS), INSTRUCTION STAFF, NATIONAL PROGRAMS, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, REGIONAL PROGRAMS, STUDENT COSTS, TEACHER EDUCATION, UNIVERSITIES, GRANT OEG-2-6-061894-1894

AS A CONTINUATION OF A 1966 PROJECT, THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA), UNDER A GRANT FROM THE U.S. OFFICE OF EDUCATION (USOE), CONDUCTED 20 REGIONAL ADULT BASIC EDUCATION TRAINING INSTITUTES IN THE SUMMER OF 1967. THREE EDUCATIONAL EXPERIMENTS WERE CARRIED OVER-AN ACCELERATED NATIONAL PROGRAM FOR PREPARATION OF TEACHERS FOR THE EDUCATIONALLY DEPRIVED, APPLICATION OF EDUCATIONAL TECHNOLOGY TO THE PROBLEMS OF TEACHING BASIC SKILLS TO ADULTS, AND AN EXPERIMENT IN CREATIVE EDUCATIONAL FEDERALISM. ELABORATIONS IN 1967 INCLUDED DEVELOPMENT OF A NATIONAL CORE CURRICULUM, CONFERENCES FOR PARTICIPATING UNIVERSITIES AND STATE DIRECTORS, TEACHER-TRAINER INSTITUTES CONDUCTED BY UNIVERSITIES IN EACH USOE REGION, PRE- AND IN-SERVICE TRAINING PROGRAMS ORGANIZED AT THE LOCAL LEVEL, AND DESIGN FOR AN EVALUATION SYSTEM. IN PART 1 OF THIS REPORT, THE STAFF, DEFINITIONS, FINANCES, AND A REVIEW OF THE 1966 AND 1967 FUNCTIONS OF THE USOE, NUEA, PARTICIPATING INSTITUTES, AND STATE DIRECTORS ARE GIVEN. PART 2 CONTAINS DETAILS OF THE PRODUCTION OF THE CURRICULUM GUIDE AND MATERIALS, AND PROGRAM EVALUATION. IN PART 3, PARTICIPANT COSTS FOR 3-WEEK AND 2-WEEK SESSIONS ARE DESCRIBED. PART 4 INCLUDES DESCRIPTIONS OF THE STAFF AND ITS FUNCTIONS AND OF THE COMMUNICATIONS NETWORK. (AJ)

ED 012 424 AC 001 271
PERSONAL AND FAMILY SURVIVAL, CIVIL DEFENSE ADULT EDUCATION.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-13022-66
PUB DATE MAR 66
EDRS PRICE MF-\$0.50 HC-\$4.54 121P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *CIVIL DEFENSE, *COURSE

CONTENT, *TEACHING GUIDES, COMMUNITY HEALTH SERVICES, COURSE OBJECTIVES, DISTRICT OF COLUMBIA, FEDERAL PROGRAMS, FILMS, FILMSTRIPS, INSTRUCTIONAL AIDS.

TEN BASIC LESSON PLANS THAT CAN BE ADAPTED TO SUIT THE NEEDS OF THE STUDENTS AND EXPANDED TO FIT LOCAL SITUATIONS SERVE AS A GUIDE TO CIVIL DEFENSE ADULT EDUCATION TEACHERS AND REPRESENT THE STATE OF CIVIL DEFENSE AS OF PUBLICATION DATE. THE LESSONS ARE DESIGNED TO BE USED WITH SLIDES OR FILMSTRIPS, A MINATURE ILLUSTRATION OF WHICH APPEARS AT THE APPROPRIATE PLACE IN THE UNIT. TOPICS COVERED ARE THE COURSE INTRODUCTION, MODERN WEAPONS AND RADIOACTIVE FALLOUT (EFFECTS AND PROTECTION), NATIONAL CIVIL DEFENSE PROGRAM, NATIONAL SHELTER PROGRAM (HOME AND COMMUNITY SHELTERS), LOCAL CIVIL DEFENSE AND COMMUNITY SHELTER PLANS, SURVIVAL ON THE FARM, INDIVIDUAL AND FAMILY PREPAREDNESS FOR SHELTER LIVING, AND EMERGENCE FROM SHELTERS. A LIST OF LESSON OBJECTIVES, REFERENCES, AND TRAINING AIDS ACCOMPANIES EACH LESSON PLAN. THERE IS AN OUTLINE FOR FAMILY EMERGENCY PLANNING AND A SUGGESTED OUTLINE FOR PRESENTATION OF LOCAL CIVIL DEFENSE PROGRAMS. (AJ)

ED 012 425

AC 001 272

MACK, LYNN AND OTHERS

MATERIALS FOR THE ADULT BASIC EDUCATION ADMINISTRATOR AND TEACHER, BIBLIOGRAPHY.

NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$2.24 56P.

DESCRIPTORS *ADULT BASIC EDUCATION, *BIBLIOGRAPHIES, *INFORMATION SOURCES, *INSTRUCTIONAL TECHNOLOGY, *PROGRAMED INSTRUCTION, ADMINISTRATION, AUDIOVISUAL AIDS, COUNSELING, DISTRICT OF COLUMBIA, FILMS, INSTRUCTIONAL MATERIALS, LITERACY, LITERACY EDUCATION, TEACHING METHODS, TESTING, GRANT OEG-2-6-061894-1894

PSYCHOLOGICAL STUDIES CONSISTENTLY TESTIFY TO THE FACT THAT THE ADULT LEARNER REACTS FAVORABLY TO MATERIAL WHICH ENABLES HIM TO PROGRESS AT HIS OWN SPEED. HE DOES NOT WANT TO REVERT TO THE CHILD-ORIENTED CLASSROOM BECAUSE, FOR MANY, THIS ATMOSPHERE PRODUCED FAILURE. FOR THIS REASON, PROGRAMED LEARNING AND ITS RELATED FIELD OF EDUCATIONAL TECHNOLOGY ARE STRESSED IN THIS SELECTED BIBLIOGRAPHY OF MATERIALS SUITABLE FOR USE BY ADMINISTRATORS AND TEACHERS OF ADULT BASIC EDUCATION PROGRAMS. SUBJECTS COVERED ARE PROGRAMED INSTRUCTION, EDUCATION TECHNOLOGY, ADMINISTRATION, TEACHING METHODS AND MATERIALS, UNDERSTANDING THE ADULT BASIC EDUCATION STUDENT, AND TESTING AND COUNSELING. MANY OF THE PUBLICATIONS WERE USED SUCCESSFULLY IN THE 1966 ADULT BASIC EDUCATION TRAINING PROGRAM. (AUTHOR/AJ)

ED 012 426

AC 001 273

MACK, LYNN AND OTHERS

MATERIALS FOR THE ADULT BASIC EDUCATION STUDENT, BIBLIOGRAPHY.

NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

PUB DATE MAY 67

EDRS PRICE MF-\$0.75 HC-\$5.56 139P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *PROGRAMED TEXTS, *READING MATERIALS, ARITHMETIC, AUDIOVISUAL AIDS, COMMUNICATION SKILLS, DISTRICT OF COLUMBIA, INDIVIDUAL DEVELOPMENT, JOB APPLICATION, OCCUPATIONAL INFORMATION, SOCIAL STUDIES, SPANISH AMERICANS, TEXTBOOKS, GRANT OEG-2-6-061894-1894

THE DIVISION OF ADULT EDUCATION PROGRAMS OF THE U.S. OFFICE OF EDUCATION AFFIRMS THAT ADULT PARTICIPANTS SHOULD NOT USE CHILD-ORIENTED MATERIALS. ASIDE FROM BEING EGO-DESTRUCTIVE, SUCH MATERIALS DO NOT TAKE ADVANTAGE OF THE OPPORTUNITY TO APPLY READING AND COMPUTATIONAL SKILLS TO THE NEEDS OF ADULTS IN AN ADULT WORLD. READING ABOUT THE WORLD OF WORK ADDS TO THE STUDENT'S KNOWLEDGE OF OCCUPATIONS WHILE IMPROVING COMMUNICATION SKILLS. SUCH MATERIALS, DESIGNED TO ASSIST ADULTS IN APPLYING THEIR READING, WRITING, AND COMPUTATIONAL SKILLS TO ADULT LIFE, ARE INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY OF MATERIALS SUITABLE FOR USE IN ADULT BASIC EDUCATION CLASSES AT THE ELEMENTARY SCHOOL LEVEL, GRADES 0-8. PROGRAMED MATERIALS WHICH ENABLE THE STUDENT TO PROGRESS AT HIS OWN RATE ACCORDING TO THE PRINCIPLES OF ADULT-LEARNING PSYCHOLOGY ARE GROUPED IN SEPARATE SECTIONS. SUBJECTS COVERED ARE COMMUNICATION SKILLS, COMPUTATION SKILLS, SOCIAL STUDIES, THE WORLD OF WORK, INDIVIDUAL AND FAMILY DEVELOPMENT, AND MATERIALS FOR THE SPANISH SPEAKING STUDENT. SUPPLEMENTS ARE PLANNED. USE OF PROGRAMED INSTRUCTION AND CRITERIA USED IN BOOK SELECTION FOR BEGINNING ADULT READERS ARE OUTLINED. (AUTHOR/AJ)

ED 012 427

AC 001 302

JOHNSON, RONALD W.

SOME DIMENSIONS OF THE DROP-OUT PROBLEM IN APPRENTICESHIP TRAINING.

NEW BRUNSWICK DEPT. OF LABOUR, FREDERICTON

REPORT NUMBER STUD-1

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.32 33P.

DESCRIPTORS *ADULT DROPOUTS, *APPRENTICESHIPS, *DROPOUT PREVENTION, *INDUSTRIAL EDUCATION, *PARTICIPANT CHARACTERISTICS, AGE, APTITUDE TESTS, CANADA, DEPENDENTS, DROPOUT RATE, EDUCATIONAL BACKGROUND, FREDERICTON, IMMATUREITY, INTELLIGENCE, INTEREST TESTS, MOTIVATION, RESEARCH.

DURING THE 1966 SUMMER RESEARCH PROGRAM, THE NEW BRUNSWICK DEPARTMENT OF LABOUR CONDUCTED A STUDY OF THE HIGH DROPOUT RATE AMONG THE 2,673 APPRENTICES IN THE PROVINCE. THE PURPOSE WAS TO FIND AN ADEQUATE SELECTION METHOD FOR

TRAINEES. DATA FROM EXISTING FILES AND FROM A QUESTIONNAIRE FILLED IN BY FORMER EMPLOYERS AND DISTRICT SUPERVISORS WERE EXAMINED. IT WAS FOUND THAT APPRENTICES COMPLETING TRAINING WERE SIGNIFICANTLY OLDER, HAD MORE DEPENDENTS, AND HAD MORE PREAPPRENTICESHIP CREDIT PRIOR TO INDENTURE, BUT THEY DID NOT HAVE MORE FORMAL EDUCATION. ALTHOUGH DISCREPANCIES APPEARED ON THE QUESTIONNAIRE FILLED IN BY EMPLOYERS AND SUPERVISORS, IT SEEMED THAT APPRENTICES DID NOT LACK INTELLIGENCE OR ADEQUATE EDUCATION, BUT DID LACK INTEREST, WHICH SHOWED UP IN POOR ATTENDANCE, FREQUENT ILLNESS, AND TARDINESS. IT WAS SUGGESTED THAT A BATTERY OF APTITUDE AND INTEREST TESTS BE ADMINISTERED TO ALL APPRENTICESHIP APPLICANTS PRIOR TO SELECTION FOR TRAINING. (EB)

ED 012 428

AC 001 307

OLEAN, SALLY J.

CHANGING PATTERNS IN CONTINUING EDUCATION FOR BUSINESS.

CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *BUSINESS, *INDUSTRY, *MANAGEMENT EDUCATION, *PROFESSIONAL CONTINUING EDUCATION, BOSTON UNIVERSITY, BROOKLINE, COOPERATIVE PROGRAMS, COOPERATIVE TEACHING, EDUCATIONAL FACILITIES, HIGHER EDUCATION, INPLANT PROGRAMS, INTERAGENCY COOPERATION, MANAGEMENT DEVELOPMENT, PROFESSIONAL ASSOCIATIONS, SCIENTIFIC PERSONNEL, UNIVERSITIES, UNIVERSITY EXTENSION.

AFTER WORLD WAR II, BUSINESS AND INDUSTRY MOVED INTO THE ADULT EDUCATION FIELD, AND ARE NOW SPENDING A REPORTED \$20 BILLION ANNUALLY IN HIGHER EDUCATION FOR THEIR SCIENTIFIC PERSONNEL AND MANAGEMENT. LARGE INDUSTRIES, LIKE IBM, HAVE COMPLETE EDUCATIONAL PROGRAMS AND FACILITIES FOR THEIR PERSONNEL. FORD AND GENERAL MOTORS USE OUTSIDE EDUCATIONAL GROUPS FOR EXECUTIVE DEVELOPMENT PROGRAMS. SUCH COMPANIES AS CONTINENTAL CAN, HAVE A SMALL HEADQUARTERS EDUCATIONAL STAFF ADMINISTERING DECENTRALIZED PROGRAMS, EITHER USING THEIR OWN PROGRAMS OR PARTICIPATING IN PROGRAMS AVAILABLE LOCALLY AT COLLEGES OR UNIVERSITIES. THE AMERICAN BANKERS ASSOCIATION AND THE AMERICAN COLLEGE OF LIFE UNDERWRITERS HAVE THEIR OWN PROGRAMS. SOME COMPANIES USE SUCH UNAFFILIATED EDUCATIONAL ORGANIZATIONS AS THE AMERICAN MANAGEMENT ASSOCIATION OR THE NATIONAL INDUSTRIAL CONFERENCE BOARD. WITH BETTER COMMUNICATION BETWEEN UNIVERSITIES AND BUSINESS, THE UNIVERSITIES COULD (1) SET THE CONCEPTUAL FRAMEWORK FOR LONG-DURATION EDUCATION, (2) PROVIDE SHORT-RANGE, IMMEDIATE PAY-OFF EDUCATION, (3) EVALUATE COMPANY-SPONSORED PROGRAMS, AND (4) INVESTIGATE NEW TECHNOLOGY AND METHODS FOR TEACHING ADULTS. THIS DOCUMENT IS AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL

EDUCATION FOR ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT STREET, BROOKLINE, MASSACHUSETTS 02146, FOR \$2.00. (EB)

ED 012 429 AC 001 308

GORDON, MORTON
DAYTIME SCHOOL FOR ADULTS, A NEW PROGRAM DIMENSION AT UNIVERSITY OF CALIFORNIA/BERKELEY, WITH A REACTION BY VIRGINIA BULLARD, DIRECTOR OF DAYTIME PROGRAMS FOR ADULTS, NORTHEASTERN UNIVERSITY.
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS
REPORT NUMBER CSLEA-OP-15
PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$1.60 40P.

DESCRIPTORS *DAYTIME PROGRAMS, *EVALUATION, *PROGRAM DEVELOPMENT, *UNIVERSITY EXTENSION, BERKELEY, BOSTON UNIVERSITY, BROOKLINE, COLLEGE CREDITS, ENROLLMENT, FACULTY RECRUITMENT, FINANCIAL POLICY, FINANCIAL SUPPORT, NONCREDIT COURSES, PARTICIPANT CHARACTERISTICS, PARTICIPANT INVOLVEMENT, PROGRAM ADMINISTRATION, PROGRAM CONTENT, PROGRAM DESCRIPTIONS, RECRUITMENT, UNIVERSITY OF CALIFORNIA, VOLUNTEERS, WOMENS EDUCATION.

IN 1964, THE UNIVERSITY OF CALIFORNIA EXTENSION SET UP AN AUTONOMOUS DAYTIME PROGRAM WHICH NOW OFFERS 100 CLASSES, CONFERENCES, AND LECTURE PROGRAMS IN FOUR LOCATIONS IN THE SAN FRANCISCO BAY AREA. HOW THE DAYTIME STAFF FACED PROBLEMS OF ACADEMIC CREDIT, NEED FOR RISK CAPITAL IN AN INNOVATIVE EFFORT, AND MANAGEMENT OF FACULTY RELATIONS AND USE OF VOLUNTEERS TO REACH INTO THE COMMUNITY, FORM THE CORE OF THIS REPORT. DIFFERENCES BETWEEN THE DAYTIME PROGRAM AND THE REST OF UNIVERSITY EXTENSION ARE-NEW TYPE OF STUDENTS ARE ATTRACTED, STUDENT AND FACULTY ENERGY IS HIGH, AND FACULTY IS EASILY RECRUITED. IN THE FUTURE, INCREASED ENROLLMENTS, MORE EMPHASIS ON CONTINUING PROFESSIONAL EDUCATION, AND EXPANDED PROGRAMS FOR WOMEN ARE ANTICIPATED. BECAUSE OF RISING COSTS, THE DAYTIME PROGRAM IS SEEKING SUPPORT FROM OUTSIDE SOURCES TO AUGMENT STUDENT FEES IN FINANCING TOP QUALITY EDUCATION. VIRGINIA BULLARD'S INSIGHTS ON THE ISSUES OF FINANCE, CREDIT, AND AUDIENCE INVOLVEMENT ARE BASED ON HER EXPERIENCES WITH A SIMILAR PROGRAM AT NORTHEASTERN. THE DOCUMENT INCLUDES TABLES AND THE QUESTIONNAIRE USED TO SURVEY THE NEED FOR THE PROGRAM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS AT BOSTON UNIVERSITY, 138 MOUNTFORT STREET, BROOKLINE, MASSACHUSETTS 02146, FOR \$0.75. (AJ)

ED 012 430 AC 001 310

SCHLETZER, VERAM. AND OTHERS
CONTINUING EDUCATION FOR WOMEN, A FIVE-YEAR REPORT OF THE MINNESOTA PLAN.
MINNESOTA UNIV., MINNEAPOLIS
PUB DATE JUN 67
EDRS PRICE MF-\$0.50 HC-\$3.48 87P.

DESCRIPTORS *EDUCATIONAL NEEDS, *HIGHER EDUCATION, *INTELLECTUAL

DEVELOPMENT, *PARTICIPANT CHARACTERISTICS, *WOMENS EDUCATION, ADMINISTRATIVE POLICY, CARNEGIE CORPORATION OF NEW YORK, CHANGING ATTITUDES, CONTINUING EDUCATION CENTERS, COUNSELING, DAY CARE SERVICES, EDUCATIONAL OBJECTIVES, FEMALES, JOB PLACEMENT, MINNEAPOLIS, MINNESOTA PLAN, PILOT PROJECTS, PROGRAM PLANNING, PROMOTION (PUBLICIZE), PUBLIC RELATIONS, SCHOLARSHIPS, SEMINARS, TESTING, VOCATIONAL COUNSELING.

AS A PILOT PROJECT SUPPORTED BY THE CARNEGIE CORPORATION, THE WOMEN'S CONTINUING EDUCATION PROGRAM OF THE UNIVERSITY OF MINNESOTA (MINNESOTA PLAN) HAS BEEN PROVIDING, FOR OVER 5 YEARS, THE FLEXIBLE ARRANGEMENTS NEEDED BY WOMEN WISHING TO CONTINUE THEIR EDUCATION, FOR ACCOMMODATING THE RESOURCES OF THE UNIVERSITY TO THEIR NEEDS AND OBJECTIVES. THE MORE THAN 2,600 WOMEN ENROLLED ARE MOSTLY IN THEIR 30'S AND EARLY 40'S, ARE MARRIED, HAVE CHILDREN, ARE FROM THE MIDDLE CLASS, HAVE METROPOLITAN FAMILIES, HAVE LESS THAN 4 YEARS OF COLLEGE, AND ARE INTERESTED IN TRAINING FOR VOCATIONS. FEATURES OF THE PLAN INCLUDE EXPERIMENTAL LIBERAL ARTS SEMINARS, A PLACEMENT SERVICE, A CHILD CARE CENTER, EXTENSIVE COUNSELING, SMALL SCHOLARSHIPS, AND UNDERGRADUATE AND COMMUNICATIONS PROGRAMS. THE PLAN REVEALS THE NEED FOR REEVALUATION OF TRADITIONAL UNIVERSITY REGULATIONS, COURSE OFFERINGS, AND GUIDANCE PROGRAMS, AND FOR AN INCREASED WILLINGNESS BY AMERICAN SOCIETY TO USE ITS RESOURCES OF ABLE AND EDUCATED WOMEN. THE DOCUMENT INCLUDES 18 TABLES. (AJ)

ED 012 431 AC 001 314

ARNOLD, MARY F. AND OTHERS
HEALTH PROGRAM IMPLEMENTATION THROUGH PERT. ADMINISTRATIVE AND EDUCATIONAL USES.
AMERICAN PUBLIC HEALTH ASSN., SAN FRANCISCO, CALIF
REPORT NUMBER CONT-EDUC-MONOGR-5-1966
PUB DATE OCT 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DECISION MAKING, *PERT, *PROBLEM SOLVING, *PUBLIC HEALTH, *SYSTEMS ANALYSIS, ADMINISTRATIVE PROBLEMS, CONTINUING EDUCATION, EDUCATION, HEALTH PROGRAMS, MODELS, PROGRAM ADMINISTRATION, PROGRAM PLANNING, SAN FRANCISCO.

THE MAIN ADVANTAGE OF THE PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT) IS THE PROVISION OF A GRAPHIC MODEL OF ACTIVITIES WITH ESTIMATES OF THE TIME, RESOURCES, PERSONNEL, AND FACILITIES NECESSARY TO ACCOMPLISH A SEQUENCE OF INTERDEPENDENT ACTIVITIES, AS IN PROGRAM IMPLEMENTATION. A PERT MODEL CAN ALSO IMPROVE COMMUNICATION BETWEEN PERSONS AND DEPARTMENTS BY SHOWING THE PRECISE ROLE OF EACH UNIT IN THE PROCESS, AND CAN HELP REDUCE FRICTION IN PROBLEM SOLVING AND ADMINISTRATIVE DECISION MAKING BY REVEALING NECESSARY STEPS. THE STEPS IN DEVELOPING

THE NETWORK ITSELF ARE SPECIFYING THE FINAL EVENT OR COMPLETION POINT, DECIDING ON PRECEDENT EVENTS THAT MUST BE ATTAINED, SEQUENCING THESE EVENTS PROPERLY, AND DETERMINING ACTIVITY TIME BETWEEN EVENTS. PERT HAS BEEN SUCCESSFULLY USED IN PLANNING A PROGRAM OF DENTAL CONTINUING EDUCATION, DEVELOPING A TEACHER'S HANDBOOK, AND CONDUCTING VARIOUS PUBLIC HEALTH PROJECTS. HOWEVER, PERT DOES NOT PROMOTE CREATIVITY OR ORIGINALITY, AND MUST FOLLOW THE STAGES OF PROBLEM IDENTIFICATION, FACT FINDING, DETERMINATION OF LONG-RANGE AND SHORT-RANGE GOALS AND OF CRITERIA, AND EVALUATION OF POSSIBLE SOLUTIONS. THE DOCUMENT INCLUDES A PROBLEM-SOLVING FLOW CHART, PERT NETWORK FLOW DIAGRAMS, AND 21 REFERENCES. IT IS AVAILABLE FROM THE CONTINUING EDUCATION PROGRAM, WESTERN REGIONAL OFFICE, AMERICAN PUBLIC HEALTH ASSOCIATION, 655 SUTTER STREET, ROOM 201, SAN FRANCISCO, CALIFORNIA 94102, FOR \$2.00. (LY)

ED 012 432 AC 001 321

TURNER, LA FAYETTE
TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. EVALUATION REPORT.
SCIENTIFIC RESOURCES INC., UNION, N.J.
PUB DATE 14 OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COMMUNITY ACTION, *CULTURALLY DISADVANTAGED, *INDIGENOUS PERSONNEL, *LEADERSHIP TRAINING, *PROGRAM EVALUATION, COMMUNITY PROGRAMS, CREATIVE ACTIVITIES, CREATIVE DRAMATICS, ELIZABETH, FIELD EXPERIENCE PROGRAMS, FIELD INSTRUCTION, PARTICIPANT CHARACTERISTICS, POVERTY PROGRAMS, RECRUITMENT, SENSITIVITY TRAINING, SKILL DEVELOPMENT, TEACHER AIDES, TRAINING TECHNIQUES, UNION, URBAN AREAS.

IN ELIZABETH, NEW JERSEY, WHERE THE SOCIALLY DISADVANTAGED LIVE IN HIGH DENSITY HOUSING, SCIENTIFIC RESOURCES INCORPORATED RECRUITED AND TRAINED EIGHT INDIGENOUS PEOPLE TO SERVE AS ADULT EDUCATIONAL AIDES IN A 6-MONTH PROJECT DESIGNED FOR THE NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE. SIX AIDES, AGED FROM 18 TO 48 WITH NINTH-GRADE TO COLLEGE EDUCATION, COMPLETED THE TRAINING, AND FOUR WERE IMMEDIATELY EMPLOYED IN POVERTY PROGRAMS. THE TRAINING PROGRAM INCLUDED FIELD WORK, T-GROUP SENSITIVITY TRAINING, CLERICAL SKILLS TRAINING, AND CREATIVITY TRAINING BASED ON THEATER ARTS, AND A COMMUNITY NEWSPAPER. ALTHOUGH PROBLEMS WERE ENCOUNTERED, THE PROGRAM ILLUSTRATES THAT THE DISADVANTAGED, WHEN TRAINED, ARE AN EXCELLENT UNTAPPED SOURCE OF POVERTY PERSONNEL. FUTURE PROGRAMS SHOULD LOCATE TRAINING CENTERS IN STORE FRONTS, INVOLVE PROFESSIONALS AND NONPROFESSIONALS IN JOINT TRAINING SEMINARS, PAY HIGHER STIPENDS TO AIDES, BE FLEXIBLE TO USE ALL COMMUNITY AGENCIES, AND CARRY ON CONTINUOUS EVALUATION. APPENDIXES INCLUDE AN ATTENDANCE CHART, PRESENT EMPLOYMENT STATUS OF AIDES, AND THE TRAINING SYLLAB-

US. THIS DOCUMENT WAS PUBLISHED BY SCIENTIFIC RESOURCES INC., 1191 MORRIS AVENUE, UNION, NEW JERSEY, 55 PAGES. (AJ)

ED 012 433

AC 001 384

THOMAS, ALAN
THE LEARNING SOCIETY.
PUB DATE NOV 61

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ADULT EDUCATION,
*ADULT LEARNING, *CONTINUOUS
LEARNING, *EDUCATIONAL PHILOSOPHY, CANADA, EDUCATIONAL NEEDS,
EDUCATIONAL POLICY, FEDERAL AID,
GOVERNMENT ROLE, NATIONAL PROGRAMS,
SOCIAL ENVIRONMENT,
SPEECHES.

THE HUMAN CAPACITY FOR CONTINUOUS LEARNING AND CONDITIONS FAVORABLE TO LEARNING ARE THE FOUNDATIONS OF A LEARNING SOCIETY IN WHICH PART OF THE POPULATION WOULD AT ALL TIMES BE ENGAGED IN FULL-TIME STUDY. CHARACTERISTICS OF CANADA AS A LEARNING SOCIETY WOULD INCLUDE (1) A NATIONAL PROGRAM OF ASSISTANCE, INCLUDING INCOME TAX DEDUCTIONS FOR TUITION FEES AND TAX CONCESSIONS FOR INDUSTRIES OPERATING EDUCATIONAL PROGRAMS, (2) A SYSTEM OF PORTABLE PENSIONS SO THAT ANYONE COULD TAKE ADVANTAGE OF THE MOBILITY THAT LEARNING REQUIRES, (3) FINANCIAL ASSISTANCE TO AGENCIES OF FURTHER EDUCATION, AND (4) A FOREIGN POLICY THAT WOULD INCLUDE FOREIGN AFFAIRS EDUCATION, SUBSIDIZED TRAVEL, AND CITIZEN EXCHANGE. A CENTRAL COURSE OF INSTRUCTION AND EXPERIMENT IN THE FOUNDATIONS OF LEARNING, INCLUDING INSTITUTES OF LEARNING AT EVERY CANADIAN UNIVERSITY AND SUBSTANTIAL SUMS FOR RESEARCH INTO THE AREA, WOULD BE CANADA'S CONTRIBUTION TO THE WORLD. THE CONCEPT OF THE LEARNING SOCIETY, LIKE LEARNING ITSELF, INVOLVES NOT MERE ADDITION TO THE PRESENT, CHILD-ORIENTED EDUCATIONAL STRUCTURE OR AN INCREASED NUMBER OF PARTICIPANTS, BUT DEMANDS THAT CONCERN FOR CONTINUOUS LEARNING BE A CENTRAL FEATURE OF NATIONAL POLICY. THIS SPEECH WAS DELIVERED AT THE NATIONAL CONFERENCE ON ADULT EDUCATION (OTTAWA, OCTOBER 1961) AND WAS PUBLISHED IN "FOOD FOR THOUGHT" (SUPERSEDED BY "CONTINUOUS LEARNING"), VOLUME 21(B), NOVEMBER 1961. (AJ)

ED 012 434

AL 000 012

FIKS, ALFRED I.
SOME PSYCHOLOGICAL ASPECTS IN FOREIGN LANGUAGE TRAINING.

PUB DATE SEP 65

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *AURAL LEARNING,
*DISCRIMINATION LEARNING, *PROGRAMMED MATERIALS, *SECOND LANGUAGE LEARNING, *VERBAL LEARNING,
CHICAGO, LANGUAGE INSTRUCTION, PSYCHOEDUCATIONAL PROCESSES, VIETNAMESE.

IN ORDER TO DETERMINE WHETHER EXTENSIVE PRIOR LISTENING PRACTICE IN A LANGUAGE COURSE WOULD HAVE ANY BENEFITS IN DEVELOPING SPEAKING AND AURAL COMPREHENSION SKILLS, 19 U.S. ARMY OFFICERS SCHED-

ULED TO GO TO VIETNAM WERE DIVIDED INTO TWO GROUPS THAT PARTICIPATED IN A SELF-INSTRUCTIONAL PROGRAMED COURSE IN ELEMENTARY VIETNAMESE LASTING 83 HOURS. THE COURSE CONSISTED OF 25 PAIRS OF LESSONS IN WHICH THE FIRST LESSON COVERED AUDITORY COMPREHENSION OF VIETNAMESE WHILE THE SECOND LESSON EMPHASIZED ORAL PRODUCTION. ONE GROUP STUDIED ALL 25 OF THE AUDITORY COMPREHENSION LESSONS BEFORE BEING ASKED TO PRODUCE ANY VIETNAMESE. THE OTHER GROUP ALTERNATED BETWEEN COMPREHENSION AND PRODUCTION LESSONS. THE RESULTS SEEMED TO FAVOR THE ALTERNATION GROUP WHICH DID NOT HAVE THE EXTENDED AUDITORY COMPREHENSION PRACTICE. WHEN VARIATION IN LANGUAGE APTITUDE WAS CONTROLLED THROUGH COVARIANCE ANALYSIS, IT WAS FOUND THAT THE ONLY MEAN DIFFERENCE APPROACHING STATISTICAL SIGNIFICANCE WAS THE LONGER TIME SPENT ON COMPREHENSION LESSONS BY THE GROUP WITH EXTENDED AUDITORY TRAINING. THUS, NO SUPPORT WAS FOUND FOR THE OPINION THAT THE LANGUAGE LEARNER MUST FIRST LEARN TO DISCRIMINATE AMONG THE TARGET LANGUAGE SOUNDS BEFORE HE CONSCIOUSLY ATTEMPTS TO REPRODUCE THEM. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE ANNUAL AMERICAN PSYCHOLOGICAL ASSOCIATION MEETING (CHICAGO, SEPTEMBER 3-7, 1965). (JD)

ED 012 435

AL 000 239

STEWART, WILLIAM A.
SOCIOLINGUISTIC FACTORS IN THE HISTORY OF AMERICAN NEGRO DIALECTS.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.24 6P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *NEGRO DIALECTS, *NEGRO EDUCATION, *NEGRO HISTORY, *SOCIAL DIALECTS, APPLIED LINGUISTICS, CREOLES, DISTRICT OF COLUMBIA, NEGRO STEREOTYPES, PIDGINS, SOCIOLINGUISTICS.

ALTHOUGH AMERICAN EDUCATORS ARE GRADUALLY REALIZING THAT SOME CHILDREN SHOULD BE TAUGHT STANDARD ENGLISH AS A SEPARATE, SECOND DIALECT, REMEDIAL ENGLISH PROGRAMS STILL DO NOT REFLECT STRUCTURAL OBSERVATIONS ON LANGUAGE VARIATION AMONG THE DISADVANTAGED. THERE IS A LACK OF COMMUNICATION BETWEEN LINGUISTS, TEACHERS, AND COMMUNITY LEADERS, AND THE NON-LINGUISTS INVOLVED IN SUCH PROGRAMS HAVE BEEN DISTURBED BY THE IDEA OF A CORRELATION BETWEEN LANGUAGE BEHAVIOR AND ETHNIC GROUPING. THIS CORRELATION IS PARTICULARLY CONTROVERSIAL WHEN THE LINGUIST POINTS OUT THAT NEGRO DIALECTS ARE ALIKE THROUGHOUT THE COUNTRY, WHILE DIFFERENT IN MANY WAYS FROM THE NONSTANDARD DIALECTS OF WHITES LIVING IN THE SAME AREA. IN THIS STUDY, THE HISTORICAL ROOTS OF PRIMARILY NEGRO SPEECH PATTERNS ARE FOUND IN THE CREOLE AND PIDGIN ENGLISH SPOKEN BY NEGRO SLAVES AND RECORDED IN LITERATURE OF THE ERA. EVEN AFTER THE CIVIL WAR, WHEN THE FIELD-HAND CREOLE ENGLISH BEGAN TO TAKE ON MORE FEATURES OF LOCAL WHITE DIALECTS AND

THE WRITTEN LANGUAGE, CERTAIN DIALECT FEATURES REMAINED PECULIAR TO NEGRO SPEECH. AN UNDERSTANDING OF THE HISTORICAL LINGUISTIC PROCESSES THAT LED TO NONSTANDARD NEGRO DIALECTS WILL HELP THE EDUCATORS OF THE DISADVANTAGED TO COMMUNICATE WITH APPLIED LINGUISTS WORKING ON THE SAME PROBLEMS. THIS ARTICLE WAS PUBLISHED IN "THE FLORIDA FL REPORTER," VOLUME 5, NUMBER 2, SPRING 1967. (JD)

ED 012 436

AL 000 263

SWIFT, LLOYD B.

STRESS AND DEEP STRUCTURE.

PUB DATE 29 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *DEEP STRUCTURE, *GRAMMAR, *TRANSFORMATION THEORY (LANGUAGE), DESCRIPTIVE LINGUISTICS, DISTRICT OF COLUMBIA, ENGLISH, JAPANESE, LEXINGTON, PHRASE STRUCTURE, TAGMEMIC ANALYSIS, TURKISH.

IN ANALYZING WAYS BY WHICH VARIOUS LANGUAGES SIGNAL THE RELATIVE IMPORTANCE OF ELEMENTS IN A SENTENCE, ONE APPROACH (THAT OF TRANSFORMATION THEORY) IS TO RELATE EMPHASIS TO A TOPIC-COMMENT RELATIONSHIP. A COMPARATIVE ANALYSIS OF SEVERAL ENGLISH, TURKISH, AND JAPANESE SENTENCES THAT TAKE DIFFERENT PATTERNS OF EMPHASIS SUGGESTS THAT IN EACH CASE THE SPEAKER MUST CHOOSE WHICH ELEMENT IS THE TOPIC AND WHICH IS A COMMENT ON THE TOPIC. THIS CHOICE OF TOPIC-COMMENT STRUCTURE IS COMMON TO MANY LANGUAGES, AND IN SOME LANGUAGES THE SIGNALS OF THESE RELATIONSHIPS ARE AN IMPORTANT PART OF SYNTACTIC STRUCTURE. FOR EXAMPLE, THIS RELATIONSHIP IS SIGNALLED IN ENGLISH BY RELATIVE STRESS, IN TURKISH BY WORD ORDER, AND IN JAPANESE BY SEPARATE MORPHEMES. OF THE SEVERAL WAYS OF ANALYZING THIS PHENOMENON, ONE (THE TAGMEMIC APPROACH) IS TO ALLOW THE DEEP STRUCTURE TO DEVELOP BOTH A TOPIC-COMMENT STRUCTURE AND AN INDEPENDENT PHRASE STRUCTURE. ALTHOUGH A SENTENCE MAY HAVE IDENTICAL TOPIC-COMMENT STRUCTURE AND PHRASE STRUCTURE MARKERS, A NUMBER OF UNIQUE COMPOSITE DEEP STRUCTURES MAY RESULT FROM MAPPING THE PHRASE STRUCTURE ONTO THE TOPIC-COMMENT STRUCTURE IN DIFFERENT WAYS. THIS PAPER WAS PRESENTED AT THE UNIVERSITY OF KENTUCKY FOREIGN LANGUAGE CONFERENCE (20TH, APRIL 29, 1967). (JD)

ED 012 437

AL 000 266

GRIFFIN, WILLIAM J.

DEVELOPING SYNTACTIC CONTROL IN SEVENTH GRADE WRITING THROUGH AUDIO-LINGUAL DRILL ON TRANSFORMATIONS.

PUB DATE 18 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE DEVELOPMENT, *STUDENT TESTING, *SYNTAX, *WRITING SKILLS, ELEMENTARY EDUCATION, GRADE 7, NEW YORK CITY, SECONDARY EDUCATION, SENTENCE COMBINING TRANSFORMATIONS, T UNIT.

AN ANALYSIS OF "T-UNITS" (THE MINIMAL TERMINABLE SYNTACTIC UNITS ALLOWED BY THE GRAMMAR OF ENGLISH), AS FOUND IN CHILDREN'S WRITING, IS A

MORE SENSITIVE MEASURE OF GROWTH OF SYNTACTIC SKILL THAN TRADITIONAL CRITERIA. HUNT'S 1965 COMPARATIVE ANALYSIS OF CLASSROOM WRITING OF FOURTH, EIGHTH, AND 12TH-GRADE CHILDREN, AND OF MAGAZINE ARTICLE WRITING OF ADULTS, SHOWED AN INCREASE IN THE MEAN WORD LENGTH OF T-UNITS WITH EACH AGE ADVANCE THROUGH AN INCREASED USE OF SUBORDINATE CLAUSES AND, MORE IMPORTANTLY, SENTENCE-COMBINING TRANSFORMATIONS. NEY'S EXPERIMENTAL ATTEMPTS (1965) TO DEVELOP CHILDREN'S SKILL IN PRODUCING SENTENCE-COMBINING TRANSFORMATIONS THROUGH SYSTEMATIC AUDIOLINGUAL DRILL GAVE GROUP RESULTS BELOW THE .05 LEVEL OF SIGNIFICANCE, ALTHOUGH SOME STUDENTS MADE IMPRESSIVE INDIVIDUAL GAINS. FURTHER PRE- AND POST-TESTING BY DONNA KAY RAUB (1965) WITH SEVENTH GRADERS, USING A FILM WITH ACCOMPANYING NARRATION, SHOWED NO STATISTICALLY SIGNIFICANT DIFFERENCE IN THE WRITTEN COMPOSITIONS. HOWEVER, SCORES ON MEAN LENGTH OF T-UNITS NARROWLY MISSED STATISTICAL SIGNIFICANCE, AND SCORES ON THE NUMBER OF SENTENCE-COMBINING TRANSFORMATIONS PER T-UNIT SHOWED THE DIFFERENTIAL GAINS OF THE EXPERIMENTAL GROUP TO BE SIGNIFICANT AT THE .05 LEVEL. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (AMM)

ED 012 438 AL 000 324

MCINTOSH, LOIS

HOW TO TEACH ENGLISH GRAMMAR.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *GRAMMAR, *LANGUAGE LEARNING, LOS ANGELES, ORAL ENGLISH, PATTERN DRILLS (LANGUAGE), UNIVERSITY OF CALIFORNIA.

A DISCUSSION OF THE BASIC TENETS OF TEACHING ENGLISH GRAMMAR TO NONNATIVE SPEAKERS, AS FOLLOWED IN THE ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, IS PRESENTED IN THIS PAPER. THE INTRODUCTION OF GRAMMAR POINTS TO BE PRACTICED AND THE GENERALIZATION PROCESS WHICH FOLLOWS ARE DESCRIBED IN NONTECHNICAL LANGUAGE. VARIOUS TYPES OF DRILLS ILLUSTRATE IMPLEMENTATION OF THE GRAMMAR LESSON. PARTICULAR IMPORTANCE IS GIVEN TO THE AGE LEVELS OF THE STUDENTS AS AFFECTING THE TYPE OF GRAMMAR PRESENTATION. (AMM)

ED 012 439 AL 000 327

POVEY, JOHN F.

LITERATURE IN THE ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM, PROBLEMS OF LANGUAGE AND CULTURE. (TITLE SUPPLIED).

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.44 11P.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *ENGLISH INSTRUCTION, *ENGLISH LITERATURE, LANGUAGE LEARNING, LOS ANGELES, UNIVERSITY OF CALIFORNIA.

THE SITUATIONS ENCOUNTERED AND

THE METHODOLOGY AND MATERIALS EMPLOYED IN TEACHING ENGLISH LITERATURE TO COLLEGE-LEVEL FOREIGN STUDENTS ARE DISCUSSED. DANGERS INHERENT IN SIMPLIFYING ENGLISH LITERATURE, AS WELL AS DIFFICULTIES ARISING FROM LITERARY STYLES TOO COLLOQUIAL OR ARCHAIC FOR NONNATIVE SPEAKERS, ARE POINTED OUT. NON-COMPREHENSION OF LITERATURE WHICH IN THE MAIN DERIVES FROM IGNORANCE OR MISUNDERSTANDING OF THE CULTURAL BACKGROUND OF THE LITERATURE MAY BE LESSENED BY MORE CAREFUL SELECTION OF READING PIECES. PRACTICAL SUGGESTIONS FOR INTRODUCING A NEW SHORT POEM IN AN ENGLISH AS A SECOND LANGUAGE (ESL) CLASS INCLUDE A LEXICAL EXPLANATION FIRST AND PRESENTATION AFTERWARDS. THIS PAPER WAS PRESENTED AT THE ESL SECTION OF THE ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (HOUSTON, NOVEMBER 1966). (AMM)

ED 012 440 AL 000 370

TIFFEN, B.W.

ENGLISH LANGUAGE TEACHING IN NORTHERN NIGERIA--A SURVEY.

AHMADU BELLO UNIV., ZARIA NIGERIA

REPORT NUMBER INST-EDUC-PAP-1

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$2.04 51P.

DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL OBJECTIVES, *ENGLISH (SECOND LANGUAGE), AFRICAN CULTURE, GRIEVE REPORT, LANGUAGE INSTRUCTION, NIGERIA.

THIS SURVEY IS AN OVERVIEW OF ENGLISH LANGUAGE INSTRUCTION IN NORTHERN NIGERIA FROM PRIMARY SCHOOL TO UNIVERSITY. THE INTRODUCTION PROVIDES A BRIEF DESCRIPTION OF THE LINGUISTIC AND GENERAL EDUCATIONAL BACKGROUND OF THE COUNTRY. THE FOLLOWING CHAPTERS DEAL WITH THE PRIMARY SCHOOL, POSTPRIMARY WORK, THE SECONDARY SCHOOL, THE TEACHER TRAINING COLLEGE, AHMADU BELLO UNIVERSITY IN ZARIA, AND CURRENT EXPERIMENTS AND FUTURE NEEDS. SPECIFIC MENTION IS MADE OF THE "STRAIGHT FOR ENGLISH" AND "TOTAL ENGLISH" COURSES, AS WELL AS THE GRIEVE REPORT AND ITS EFFECTS ON THE ENGLISH TEACHING SITUATION. THE GRIEVE REPORT WAS ENTITLED "ENGLISH LANGUAGE EXAMINING" AND WAS PUBLISHED BY THE AFRICAN UNIVERSITIES PRESS FOR THE WEST AFRICAN EXAMINATIONS COUNCIL, LAGOS, 1964. (AMM)

ED 012 441 AL 000 385

TAKAHASHI, GEORGE

A NEW CLASSIFICATION FOR THE JAPANESE VERB.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.52 13P.

DESCRIPTORS *APPLIED LINGUISTICS, *DESCRIPTIVE LINGUISTICS, *JAPANESE, *LANGUAGE TYPOLOGY, *VERBS, LOS ANGELES, UNIVERSITY OF CALIFORNIA.

JAPANESE VERBS AND THE PARTICLES WHICH OFTEN ACCOMPANY THEM PRESENT DIFFICULTIES TO LEARNERS OF THAT LANGUAGE. THE TRADITIONAL GRAMMATICAL TERMS, "TRANSITIVE" AND "INTRANSITIVE" (VERBS), REFLECT CONCEPTS WHICH ARE VALID IN EN-

GLISH BUT NOT IN JAPANESE. THE AUTHOR, IN ATTEMPTING TO CLASSIFY ALL JAPANESE VERBS ACCORDING TO THEIR NATURE AND BEHAVIOR, FIRST LISTS EIGHT CATEGORIES OF ACTION AND NON-ACTION VERBS AND NOTES WHICH CATEGORIES TAKE CERTAIN PARTICLES. IN STUDYING THESE CATEGORIES, HE FINDS THAT THE ACTOR'S WILL AND HIS ABILITY TO CONTROL THE ACTION OF THE VERB ARE LOGICAL CONCEPTS REFLECTED IN THE EIGHT CATEGORIES. HE CONCLUDES THAT ALL JAPANESE VERBS CAN BE ASSIGNED TO "CONTROLLABLE" OR "NONCONTROLLABLE" CATEGORIES AND THAT MEMBERSHIP IN ONE OF THESE CATEGORIES DETERMINES WHICH PARTICLE CAN OCCUR WITH THE VERB. THIS ARTICLE WAS PUBLISHED IN THE "JOURNAL-NEWSLETTER OF THE ASSOCIATION OF TEACHERS OF JAPANESE." (JD)

ED 012 442 AL 000 416

BRIERE, EUGENE J. AND OTHERS

A BEHAVIORAL STUDY OF THE SYLLABLE.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.44 11P.

DESCRIPTORS *PHONEMICS, *SYLLABLES, BEHAVIORAL SCIENCE RESEARCH, CONTRASTIVE ANALYSIS, ENGLISH (SECOND LANGUAGE), LOS ANGELES, PHONETICS, SECOND LANGUAGE LEARNING, UNIVERSITY OF CALIFORNIA.

ONE OF THE MOST IMPORTANT CONSIDERATIONS WHEN LEARNING OR TEACHING A FOREIGN LANGUAGE IS DETERMINING THE POSSIBILITIES OF PHONEME OVERLAP AND/OR INTERFERENCE BETWEEN THE NATIVE LANGUAGE AND THE TARGET LANGUAGE. ALTHOUGH TRADITIONAL METHODS OF CONTRASTIVE ANALYSIS HAVE RELIED ON MINIMAL PAIRS OF WORDS AND ISOLATING THE PHONEMES OF INITIAL OR FINAL POSITION, THE AUTHOR FEELS THAT A CONTRASTIVE ANALYSIS OF SYLLABLES MIGHT BE MORE INDICATIVE OF THE TYPES OF PROBLEMS THAT LANGUAGE STUDENTS WILL HAVE. TO TEST THIS HYPOTHESIS, AN EXPERIMENT WAS CONDUCTED WITH 25 MONOLINGUAL UNDERGRADUATE STUDENTS. A SERIES OF CHI-SQUARE TESTS WAS MADE TO INVESTIGATE ANY CORRELATION BETWEEN SYLLABLE ASSIGNMENTS MADE BY THE SUBJECTS AND THE VARIABLES OF STRESS, GEMINATION, AND VOICING. RESULTS OF THE EXPERIMENT INDICATED THAT, IN ENGLISH, THE WORD IS USEFUL TO DEFINE THE DISTRIBUTION OF ALLOPHONES, BUT THAT THE SYLLABLE IS A BETTER IDENTIFIER OF PHONEME DISTRIBUTION. (FB)

ED 012 443 AL 000 418

DUDLEY, HOMER AND OTHERS

SPEECH-MAN'S NATURAL COMMUNICATION.

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *ENGINEERING, *INFORMATION THEORY, *LINGUISTICS, *VERBAL COMMUNICATION, COMMUNICATIONS, COMPUTATIONAL LINGUISTICS, INSTITUTE OF ELECTRICAL AND ELECTRONIC ENGINEERS, PSYCHOLINGUISTICS, SOCIOLINGUISTICS, SPEECH.

SESSION 63 OF THE 1967 INSTITUTE OF ELECTRICAL AND ELECTRONIC ENG-

INTEERS INTERNATIONAL CONVENTION BROUGHT TOGETHER SEVEN DISTINGUISHED MEN WORKING IN FIELDS RELEVANT TO LANGUAGE. THEIR TOPICS INCLUDED ORIGIN AND EVOLUTION OF SPEECH AND LANGUAGE, LANGUAGE AND CULTURE, MAN'S PHYSIOLOGICAL MECHANISMS FOR SPEECH, LINGUISTICS, AND TECHNOLOGY AND LANGUAGE. AS THIS SUMMARY OF THEIR REMARKS AND SUBSEQUENT DISCUSSION SHOWS, THE SESSION BROUGHT UP A DIVERSITY OF IDEAS, SPECULATIONS, AND QUESTIONS, ESPECIALLY CONCERNING THE INTERACTION OF ENGINEERING, TECHNOLOGY, AND SPEECH. THE PANELISTS BRIEFLY SUMMARIZED RESEARCH IN THEIR FIELDS, EMPHASIZING THOSE PARTICULAR QUESTIONS WHICH WOULD BE OF GREATEST INTEREST TO ENGINEERS. MR. HOMER DUDLEY, INVENTOR OF THE VOCODER, DID THE ORGANIZING WORK AND POSED THE QUESTIONS FOR THE PANEL (WHICH INCLUDED GEORGE A. MILLER, JOSEPH BRAM, FRANKLIN S. COOPER, JOHN LOTZ, AND MANFRED R. SCHROEDER). CHAIRMAN OF THE SESSION WAS LEO L. BERANEK, AND THE MODERATOR WAS J.C.R. LICKLIDER. THIS ARTICLE WAS PUBLISHED IN THE "IEEE SPECTRUM," JUNE 1967, BY THE INSTITUTE OF ELECTRICAL AND ELECTRONIC ENGINEERS, 345 EAST 47TH STREET, NEW YORK, NEW YORK 10017. (JD)

ED 012 444 AL 000 433

CLIVIO, GIANRENZO

A PHONOLOGICAL SKETCH OF STANDARD PANJABI.

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *PANJABI, *PHONOLOGY, CONSONANTS, DALLAS, EAST PUNJAB, INTONATION, MALWI DIALECT, SOUTHERN METHODIST UNIVERSITY, SYLLABLES, SYNCHRONIC LINGUISTICS, TONE LANGUAGES, VOWELS.

THIS SKETCH CONSTITUTES A PRELIMINARY STUDY FOR A DESCRIPTIVE GRAMMAR OF PANJABI, THE LANGUAGE SPOKEN BY NEARLY 30 MILLION PEOPLE IN THE INDIAN AND PAKISTANI PROVINCES OF PUNJAB, AND BY SIKHS AND PANJABI MUSLIMS IN EAST AFRICA. AN INDO-ARYAN LANGUAGE, PANJABI (ALONG WITH HINDI) IS THE OFFICIAL LANGUAGE OF EAST PUNJAB, AND THE PRESENT STUDY IS BASED ON THE EDUCATED SPEECH OF THE MALWI DIALECT. AN OUTLINE OF THE BASIC PHONOLOGY IS GIVEN WITH A BRIEF DISCUSSION OF THE SUPRASEGMENTAL PHONEMES, INTONATION PATTERNS, AND SEGMENTAL PHONEMES WHICH INCLUDE VOWELS AND CONSONANTS. PANJABI INTONATION IS COMPLICATED BY THE USE OF PITCHES AND TONES, OF WHICH THERE ARE THREE TONE PHONEMES, OCCURRING ONLY IN STRESSED SYLLABLES. TEN CONTRASTING VOWEL POSITIONS ARE POSSIBLE IN PANJABI, AND ALL VOWELS OCCUR IN BOTH STRESSED AND UNSTRESSED SYLLABLES. SEMI-VOWELS ARE NOT CONSIDERED DISTINCT PHONEMES, BUT ARE GENERALLY INTERPRETED AS ALLOPHONES OF OTHER SHORT VOWELS. DIPHTHONGS ALSO OCCUR. ALL CONSONANTS, OF WHICH THERE ARE 26, OCCUR LONG (PROLONGED AND FORTIS), ASPIRATION IS PHONEMIC. THE SYLLABIC STRUCTURE CONSISTS OF A NUCLEUS PLUS PRECEDING AND/OR FOLLOWING CONSONANTS, AND CLUSTERS ARE COMMON. THIS ARTICLE WAS

PUBLISHED IN "STUDIES IN LINGUISTICS (SIL)," VOLUME 18, NUMBERS 1 TO 4, SEPTEMBER 1966, AND IS ALSO AVAILABLE FROM GEORGE L. TRAGER, EDITOR, "STUDIES IN LINGUISTICS," SOUTHERN METHODIST UNIVERSITY, DALLAS, TEXAS 75222. (FB)

ED 012 445 AL 000 448

STEVICK, EARL W. AND OTHERS

CHINYANJA BASIC COURSE.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-\$1.50 HC-\$15.04 376P.

DESCRIPTORS *CHINYANJA, *COURSES, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, AFRICAN LANGUAGES, BANTU LANGUAGES, DISTRICT OF COLUMBIA, MALAWI, TAPE RECORDINGS, TEACHING GUIDES, TONE LANGUAGES.

THIS LANGUAGE COURSE IS INTENDED TO PROVIDE THE LINGUISTICALLY ORIENTED STUDENT WITH THE FUNDAMENTAL ELEMENTS OF CHINYANJA (ALSO COMMONLY REFERRED TO WITHOUT THE "CHI" PREFIX AS "NYANJA"). THE PRINCIPLE LANGUAGE OF MALAWI, CHINYANJA IS ALSO SPOKEN BY LARGE NUMBERS OF MALAWIANS IN NEIGHBORING COUNTRIES. THE COURSE IS BASED ON A SET OF DIALOGS DEVELOPED FROM IMPROMPTU CONVERSATIONS RECORDED BY TWO OF THE MALAWIAN AUTHORS. INTENDED TO BE INTRODUCED ORALLY, THESE DIALOGS ARE GLOSSED IN ENGLISH AND CONTAIN THE SPECIAL STRUCTURE POINTS OF EACH UNIT. THEY ARE FOLLOWED BY EXPLANATORY NOTES AND EXERCISES AND, IN EARLIER LESSONS 1-10, THE BASIC DIALOGS. SUGGESTIONS FOR LEARNING THE MATERIAL IN THE MOST EFFICIENT WAY ACCOMPANY THE DRILLS, WHERE THE MAIN CAUSAL DEVICES OF THE LANGUAGE. EMPHASIS THROUGHOUT IS ON MASTERY OF THE DIALOGS. INSTRUCTIONS FOR THE TEACHER ARE INCLUDED IN THE INTRODUCTION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$1.75. (AMM)

ED 012 446 AL 000 453

OBOLSKY, SERGE AND OTHERS

AMHARIC BASIC COURSE, UNITS 1-50.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 64

EDRS PRICE MF-\$2.00 HC-\$20.34 521P.

DESCRIPTORS *AMHARIC, *COURSES, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, ADDIS ABABA, AFRICAN LANGUAGES, DISTRICT OF COLUMBIA, ETHIOPIA, PATTERN DRILLS (LANGUAGE), TAPE RECORDINGS.

THE AMHARIC BASIC COURSE WAS DESIGNED TO TEACH THE AMHARIC LANGUAGE AS IT IS SPOKEN IN ADDIS ABABA, THE CAPITAL OF ETHIOPIA. ALTHOUGH OTHER SEMITIC LANGUAGES, AS WELL AS CUSHITIC LANGUAGES, ARE ALSO SPOKEN IN ETHIOPIA, AMHARIC IS THE PRESTIGE LANGUAGE AND IS OFFICIALLY USED IN GOVERNMENT, IN BUSINESS, FOR ALL INSTRUCTION IN GOVERNMENT SCHOOLS, AND IN MOST NEWSPAPERS. THE FORMAT OF THE FIRST VOLUME OF THIS COURSE, UNITS 1-50, CONSISTS OF BASIC SENTENCES AND QUESTION-AN-

SWER SECTIONS, IN WHICH BASIC PATTERNS AND CULTURE POINTS ARE INTRODUCED. THE PATTERNS ARE TO BE SUPPLEMENTED OUT OF CLASS WITH TAPE RECORDINGS. IN ADDITION, GRAMMATICAL NOTES, WORDS AND EXPRESSIONS, DRILLS, AND NARRATIVE SECTIONS ACCOMPANY MOST OF THE UNITS. THE AMHARIC IS PRESENTED IN A TRANSCRIPTION BASED ON THE SPOKEN LANGUAGE, RATHER THAN ON A TRANSLITERATION OF THE ORDINARY AMHARIC SPELLING. AMHARIC ORTHOGRAPHY IS NOT USED IN THIS VOLUME. INSTRUCTIONS TO THE TEACHER ARE INCLUDED IN THE INTRODUCTION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$2.25. (AMM)

ED 012 447 AL 000 454

OBOLSKY, SERGE AND OTHERS

AMHARIC BASIC COURSE. UNITS 51-60, READER, GLOSSARY.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-\$2.25 HC-\$22.40 560P.

DESCRIPTORS *AMHARIC, *COURSE, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, ADDIS ABABA, AFRICAN LANGUAGES, DISTRICT OF COLUMBIA, ETHIOPIA, GLOSSARIES, READING MATERIALS, TAPE RECORDINGS.

THE FIRST 10 UNITS OF THIS SECOND VOLUME OF THE AMHARIC BASIC COURSE FOLLOW THE SAME GENERAL FORMAT OF THE PREVIOUS VOLUME IN PRESENTING FURTHER BASIC SENTENCES, DRILLS, AND NARRATIVES. AT THE END OF UNIT 60, AMHARIC ORTHOGRAPHY IS INTRODUCED. SUCCEEDING UNITS, COMPRISING THE READER, ARE WRITTEN IN AMHARIC SCRIPT ONLY. THE GLOSSARY, WHICH IS CUMULATIVE FOR THE TWO VOLUMES, APPEARS AT THE END OF THE READER. THE LISTINGS ARE IN BOTH THE AMHARIC TRANSCRIPTION USED THROUGHOUT THE COURSE AND REGULAR AMHARIC SCRIPT, ALONG WITH THE ENGLISH GLOSSES. TAPE RECORDINGS ACCOMPANY BOTH VOLUMES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$2.50. (AMM)

ED 012 448 AL 000 458

JORDEN, ELEANOR H. AND OTHERS

VIETNAMESE BASIC COURSE. VOLUME ONE, GUIDE TO PRONUNCIATION AND LESSONS 1-10.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$1.50 HC-\$15.68 392P.

DESCRIPTORS *COURSES, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *VIETNAMESE, DISTRICT OF COLUMBIA, PATTERN DRILLS (LANGUAGE), PROGRAMED TEXTS, PRONUNCIATION INSTRUCTION, SOUTHERN VIETNAMESE, TAPE RECORDINGS, VIETNAM.

DESIGNED FOR SPEAKERS OF ENGLISH, THIS INTRODUCTORY COURSE IN VIETNAMESE EMPHASIZES PRONUNCIATION DRILLS AND PRACTICE IN EVERYDAY DIALOGS THAT CAN BE USED WITH AN INSTRUCTOR OR ADAPTED FOR SELF-INS-

TRUCTION. THIS FIRST OF TWO VOLUMES CONTAINS A PRONUNCIATION GUIDE BASED ON LISTENING, CONTRASTING, RECOGNIZING, AND IMITATING THE BASIC SOUNDS AND SOUND SEQUENCES OF STANDARD SOUTHERN VIETNAMESE. TAPE RECORDINGS ACCOMPANY THE DRILLS TO SUPPLEMENT THE TEXTBOOK INSTRUCTION. AFTER MASTERING THE RUDIMENTS OF PRONUNCIATION, THE STUDENT CAN GO ON TO THE SECOND PART OF THE TEXT, WHICH INCLUDES LESSONS 1-10, THE BASIC DIALOGS. SUGGESTIONS FOR LEARNING THE MATERIAL IN THE MOST EFFICIENT WAY ACCOMPANY THE DRILLS, WHERE THE MAIN OBJECTIVE IS AUTOMATICITY OF RESPONSE. THIS TEXT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$1.75. (FB)

ED 012 449 AL 000 459

JORDEN, ELEANOR H. AND OTHERS
VIETNAMESE BASIC COURSE. VOLUME II, LESSONS 11-15.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$1.25 HC-\$13.12 328P.

DESCRIPTORS *COURSES, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *VIETNAMESE, DISTRICT OF COLUMBIA, GLOSSARIES, GRAMMAR, PATTERN DRILLS (LANGUAGE), PROGRAMED TEXTS, SOUTHERN VIETNAMESE, TAPE RECORDINGS, VIETNAM.

THIS SECOND VOLUME OF THE VIETNAMESE BASIC COURSE CONCENTRATES ON THE BASIC DIALOGS USED IN EVERYDAY CONVERSATION. EACH LESSON PRESENTS A DIALOG WITH NEW VOCABULARY AND GRAMMATICAL PATTERNS AND GIVES EXERCISES THAT EMPHASIZE THE NEW MATERIAL. SUPPLEMENTARY TAPE RECORDINGS ACCOMPANY THE DRILLS. THE PATTERNED RESPONSES AND REPETITIVE FORMAT OF THIS COURSE MAKE IT ADAPTABLE FOR SELF-INSTRUCTION, ALTHOUGH IT IS PRIMARILY FOR CLASSROOM USE. THIS TEXT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$1.50. (FB)

ED 012 450 AL 000 465

A LEARNER'S SYNOPSIS OF SWAHILI STRUCTURE.

FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *GRAMMAR, *INSTRUCTIONAL MATERIALS, *NEWSPAPERS, *SWAHILI, AFRICA, AUTOINSTRUCTIONAL AIDS, DISTRICT OF COLUMBIA, READING INSTRUCTION.

WRITTEN SPECIFICALLY TO HELP STUDENTS LEARN TO READ SWAHILI NEWSPAPERS, THIS BRIEF INTRODUCTION TO THAT LANGUAGE EMPHASIZES VOCABULARY AND GRAMMAR PATTERNS MOST COMMONLY FOUND IN EAST AFRICAN NEWSWRITING. IT ASSUMES NO PRIOR KNOWLEDGE OF SWAHILI AND IS DESIGNED TO BE USED WITH LESSONS 1-25 OF "AN ACTIVE INTRODUCTION TO NEWSPAPER SWAHILI," ALSO PUBLISHED BY THE FOREIGN SERVICE INSTITUTE, IN ORDER TO ALLOW THE STUDENT TO

CHECK HIS OWN PROGRESS, EXPOSITIONS AND EXAMPLES ARE PRESENTED ON FACING PAGES WITH QUESTIONS TO BE ANSWERED ABOUT THE SPECIFIC POINTS PRESENTED. THE ANSWERS TO THE QUESTIONS ARE PRINTED IN THE MARGIN FOR IMMEDIATE REINFORCEMENT. AN APPENDIX REFERS GRAMMATICAL POINTS COVERED IN THIS BOOKLET TO THE NEWSPAPER READINGS IN THE ACCOMPANYING VOLUME (AL 000 466). (JD)

ED 012 451 AL 000 466

AN ACTIVE INTRODUCTION TO NEWSPAPER SWAHILI.
FOREIGN SERVICE INST., WASHINGTON, D.C.

PUB DATE DEC 66

EDRS PRICE MF-\$0.50 HC-\$2.76 69P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *NEWSPAPERS, *READING MATERIALS, *SWAHILI, AFRICA, DISTRICT OF COLUMBIA.

EACH OF THE 25 SHORT LESSONS IN THIS BOOKLET IS BUILT AROUND A STORY FROM AN EAST AFRICAN NEWSPAPER. THE STUDENT IS EXPECTED TO LISTEN TO AND REPEAT BASIC SENTENCES, LISTEN TO AND READ THE TEXT, AND COMPLETE THE ACCOMPANYING EXERCISES. THUS, HE NOT ONLY LEARNS TO READ NEWSPAPER ARTICLES BUT ALSO ACTIVELY DEMONSTRATES HOW MUCH HE HAS COMPREHENDED AND CAN USE. THE EXERCISES INCLUDE PRACTICING GRAMMATICAL POINTS, ANSWERING QUESTIONS ABOUT THE TEXT IN SWAHILI, AND GENERATING SHORT SENTENCES USING NEW VOCABULARY AND GRAMMAR. THIS TEXT IS CLOSELY COORDINATED WITH "A LEARNER'S SYNOPSIS OF SWAHILI STRUCTURE" (AL 000 445) AND ASSUMES SOME PREVIOUS KNOWLEDGE OF SWAHILI STRUCTURE. (JD)

ED 012 452 AL 000 467

STEVICK, EARL W.

INTERDISCIPLINARY COOPERATION IN THE MAKING AND USE OF FIELD TAPES IN AFRICAN LANGUAGES, A PRELIMINARY STATEMENT.

PUB DATE 19 DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *AFRICAN LANGUAGES, *FIELD STUDIES, *LANGUAGE PROGRAMS, *TAPE RECORDINGS, *UNCOMMONLY TAUGHT LANGUAGES, ANTHROPOLOGY, DIACHRONIC LINGUISTICS, DISTRICT OF COLUMBIA, INTERDISCIPLINARY APPROACH.

THE ANTHROPOLOGIST, THE DESCRIPTIVE LINGUIST, AND THE AUTHOR OF A LANGUAGE TEXT HAVE DIFFERENT GOALS IN RECORDING LANGUAGES IN THE FIELD. THE ANTHROPOLOGIST/ETHNOGRAPHER, HOWEVER, CAN ASSEMBLE FIELD TAPES WHICH WILL NOT ONLY FULFILL HIS PURPOSE BUT WILL ALSO SERVE AS A BASIS FOR DESCRIPTIVE STUDY AND AS RAW MATERIAL FOR A PEDAGOGICAL TREATMENT OF THE LANGUAGE. THE FIRST STEP IS TO CHOOSE TOPICS OF INTEREST TO BOTH THE BEGINNING STUDENT AND THE ANTHROPOLOGIST (GREETINGS, DIRECTIONS, CONVENTIONS). ALTHOUGH THE SUBJECT AND MANNER OF RECORDING IS PLANNED, RECORDING SESSIONS MUST BE IMPROMPTU-WITHOUT PRACTICE AND IN 30-60 SECOND SEGMENTS. THE TEXT CAN BE A MONOLOG, A DIALOG, A CONVERGENT MONOLOG (REPETITION BY THE SAME SPEAKER), OR AN ANTIPHONAL MONOLOG (REPETITION BY ANOTHER NATIVE SPEAKER). THE GOAL IN PLANNING THE RECORDING IS TO CONTROL GRAMMATICAL COMPLEXITY AND VOCABULARY WITHOUT KILLING SPONTANEITY AND AUTHENTICITY. EXPERIENCE HAS SHOWN THAT 2 TO 3 HOURS OF RECORDING PRODUCE 1 HOUR OF USABLE TAPE. FURTHER PROCESSING TO PRODUCE A TAPE FOR STUDENT USE TAKES ABOUT 6 HOURS AND CAN BE DONE BY THE PERSON PREPARING PEDAGOGICAL MATERIALS. (JD)

NAL MONOLOG (REPETITION BY ANOTHER NATIVE SPEAKER). THE GOAL IN PLANNING THE RECORDING IS TO CONTROL GRAMMATICAL COMPLEXITY AND VOCABULARY WITHOUT KILLING SPONTANEITY AND AUTHENTICITY. EXPERIENCE HAS SHOWN THAT 2 TO 3 HOURS OF RECORDING PRODUCE 1 HOUR OF USABLE TAPE. FURTHER PROCESSING TO PRODUCE A TAPE FOR STUDENT USE TAKES ABOUT 6 HOURS AND CAN BE DONE BY THE PERSON PREPARING PEDAGOGICAL MATERIALS. (JD)

ED 012 453 48 AL 000 532

WANG, FRED FANGYU

MANDARIN CHINESE DICTIONARY.

SETON HALL UNIV., SOUTH ORANGE, N.J.

REPORT NUMBER BR-5-2430

PUB DATE SEP 66

EDRS PRICE MF-\$0.75 HC-\$7.44 186P.

DESCRIPTORS *DICTIONARIES, *ENGLISH, *MANDARIN CHINESE, BASIC VOCABULARY, CONTRASTIVE LINGUISTICS, PINYIN TRANSCRIPTION, SOUTH ORANGE.

CONTRACT OEC-1-7-062430-0430

IN RESPONSE TO THE NEEDS OF THE GROWING NUMBER OF AMERICAN HIGH SCHOOL AND COLLEGE STUDENTS LEARNING CHINESE, SETON HALL UNIVERSITY UNDERTOOK A CONTRACT WITH THE U.S. OFFICE OF EDUCATION TO COMPILE A BILINGUAL POCKET-SIZE DICTIONARY FOR BEGINNING STUDENTS OF SPOKEN MANDARIN CHINESE. THE PRESENT WORK IS THE CHINESE TO ENGLISH SECTION IN PRELIMINARY FORM. IT WAS COMPILED BY AN EXPERIENCED CHINESE LEXICOGRAPHER AND TEACHER WHO GAVE SPECIAL ATTENTION TO THE PROBLEMS OF ENGLISH-SPEAKING STUDENTS IN LEARNING CHINESE SYNTACTIC STRUCTURE, FUNCTIONAL ELEMENTS (SUCH AS PARTICLES), AND IDIOMATIC EXPRESSIONS. THE INTRODUCTION GIVES COMPLETE INSTRUCTIONS FOR USING THE DICTIONARY AND DEFINES ITS SCOPE AND METHOD OF PRESENTATION. THE APPROXIMATELY 6,000 ENTRIES ARE LISTED USING PINYIN SYSTEM TRANSCRIPTION AND CHINESE CHARACTERS, AND THE DEFINITION IS ACCOMPANIED BY EXAMPLES OF THE WORD USED IN CONTEXT. APPENDED TO FURTHER AID THE USER ARE A COMPARATIVE TRANSCRIPTION TABLE (PINYIN, YALE, WADE-GILES) AND A CHARACTER INDEX. (JD)

ED 012 454 AL 000 539

BERRY, JACK

A DICTIONARY OF SIERRA LEONE KRIO.

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-5-1272

PUB DATE 01 SEP 66

EDRS PRICE MF-\$1.75 HC-\$18.84 471P.

DESCRIPTORS *CREOLES, *DICTIONARIES, *ENGLISH, *SIERRA LEONE KRIO, EVANSTON.

CONTRACT OEC-5-14-028

THE AUTHOR HAS COMPILED THIS DICTIONARY DURING 5 YEARS OF WORK ON THE LANGUAGE. THE PHONEMIC SYMBOLS USED, THEIR PHONETIC VALUES, AND THE MORPHOSYNTACTIC CATEGORIES ASSIGNED FOR EACH ITEM ARE THE SAME AS THOSE IN HIS "AN OUTLINE GRAMMAR OF SIERRA LEONE KRIO." SINCE KRIO IS NOT AN OFFICIAL LANGUAGE AND THERE EXIST SEVERAL ORTHOGRAPHIES, THE WORDS WHICH CLEARLY

DERIVE FROM STANDARD ENGLISH ARE GIVEN IN ENGLISH SPELLING FOLLOWED BY A PHONEMIC TRANSCRIPTION OF THE KRIO PRONUNCIATION AND A DEFINITION IN STANDARD ENGLISH. AFRICANISMS AND OTHER ITEMS NOT OF ENGLISH ORIGIN ARE ENTERED ONLY IN PHONEMIC TRANSCRIPTION. TONE AND INTONATION ARE NOT MARKED, BUT EACH ITEM IS DISPLAYED IN THE CONTEXT OF A PHRASE OR SENTENCE. (JD)

ED 012 455 **AL 000 541**
STAFFORD, KENNETH R. VAN KEUREN, STANLEY R.
SEMANTIC DIFFERENTIAL PROFILES AS RELATED TO MONOLINGUAL-BILINGUAL TYPES.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.44 11P.
DESCRIPTORS *BILINGUALISM, *NAVAHO, *SEMANTICS, ENGLISH, EXPERIMENTS, FORT DEFIANCE WINDOW ROCK PUBLIC SCHOOLS, LANGUAGE FLUENCY.

IN ORDER TO COMPARE CONCEPTS OF MEANING SIMILARITY OF ENGLISH AND NAVAHO BILINGUALS, AN EXPERIMENT WAS CONDUCTED IN NORTHERN ARIZONA WITH 57 NAVAHO EIGHTH GRADERS. THEY WERE CLASSIFIED AS EITHER "COMPOUND" OR "COORDINATE" BILINGUALS ACCORDING TO WHETHER THEY HAD ASSIMILATED TWO LANGUAGES IN ASSOCIATED CONTEXTS OR IN DISSOCIATED CONTEXTS. THE STUDY WAS DESIGNED TO INVESTIGATE THE SCOPE OF SEMANTIC DISTANCES AMONG MONOLINGUALS, COMPOUND BILINGUALS, AND COORDINATED BILINGUALS, AND TO DETERMINE THE DEGREES OF POLARITY. THE SUBJECTS WERE TESTED AND RATED ON THEIR REACTIONS TO FOUR COMMON CONCEPTS—FATHER, HOME, FOOD, AND ME. ONLY THE SECOND OF TWO PROPOSED HYPOTHESES WAS SUPPORTED, AND FAILURE FOR THE FIRST WAS PERHAPS DUE TO SUBTLE DIFFERENCES IN LANGUAGE PROFICIENCY WHICH THE RESEARCH PROCEDURE DID NOT PICK UP. THE AUTHOR SUGGESTS THAT THIS EXPERIMENT COULD BE A BASIS FOR ADDITIONAL RESEARCH ON THE CORRELATION BETWEEN THE NAVAHO'S LANGUAGE AND HIS CULTURAL ENVIRONMENT. (FB)

ED 012 456 **AL 000 562**
STEWART, WILLIAM A. AND OTHERS
INTRODUCTORY COURSE IN DAKAR WOLOF. CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
PUB DATE JUN 66
EDRS PRICE MF-\$2.00 HC-\$19.40 485P.

DESCRIPTORS *COURSES, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *WOLOF, AUDIOLINGUAL METHODS, DAKAR, DISTRICT OF COLUMBIA, GAMBIA, SENEGAL.

THE WOLOF LANGUAGE AS SPOKEN IN DAKAR, SENEGAL, IS PRESENTED TO THE BEGINNING STUDENT IN THIS TEXT THROUGH DIALOGS, EXERCISES, GRAMMAR EXPLANATIONS, AND CULTURAL NOTES. AN INTRODUCTORY SECTION GIVES A THOROUGH PRESENTATION OF WOLOF PHONOLOGY AND EXPLAINS THE PHONEMIC TRANSCRIPTION USED. IN EACH OF THE FIVE LESSONS WHICH FOLLOW, A DIALOG INTRODUCES NEW VOCABULARY AND GRAMMAR PATTERNS WHICH ARE THEN DESCRIBED BY A SERIES OF "GRAMMAR NOTES." EACH

POINT OF GRAMMAR IS ACCOMPANIED BY A NUMBER OF DRILLS AND EXERCISES. THE ORDER OF PRESENTATION HAS BEEN CAREFULLY CONTROLLED, AND, WHERE POSSIBLE, WOLOF AND ENGLISH USAGES ARE COMPARED. THE AUTHORS HAVE DESIGNED THE LESSONS TO REFLECT SITUATIONS THAT THE NEWCOMER TO SENEGAL WILL ENCOUNTER—GREETINGS, SHOPPING, TRAVELING, AND RECREATION. CONTAINED IN THE APPENDICES ARE ADDITIONAL VOCABULARY AND CULTURAL NOTES, AS WELL AS LINGUISTIC TABLES AND FIVE ADDITIONAL DIALOGS. (JD)

ED 012 457 **AL 000 564**
NOSS, RICHARD B.
LANGUAGE POLICY AND HIGHER EDUCATION IN SOUTHEAST ASIA. FINAL DRAFT OF CONSULTANT'S REPORT. INTERNATIONAL ASSN. OF UNIVERSITIES, PARIS (FRANCE)
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE POLICY, *EDUCATIONAL POLICY, *OFFICIAL LANGUAGES, *SOCIOLINGUISTICS, FRANCE, HIGHER EDUCATION, KUALA LUMPUR, PARIS, SOUTHEAST ASIA, STATISTICAL DATA.

A FIELD INVESTIGATION FOR THIS REPORT WAS CONDUCTED FROM SEPTEMBER TO DECEMBER 1964 THROUGH THE FACILITIES OF THE JOINT UNESCO-IAU RESEARCH OFFICE ON HIGHER EDUCATION IN KUALA LUMPUR. IN FIVE OF THE EIGHT COUNTRIES COVERED BY THE REPORT (MALAYSIA, THAILAND, CAMBODIA, SOUTH VIETNAM, AND THE PHILIPPINES), IT WAS POSSIBLE TO MAKE "FAIRLY EXTENSIVE LOCAL INVESTIGATIONS." FOR TECHNICAL REASONS, INDONESIA AND BURMA WERE NOT VISITED, AND PERTINENT DATA WERE GATHERED FROM THE KUALA LUMPUR RESEARCH OFFICE. MATERIAL ON LAOS (NOT IN THE ITINERARY) WAS COLLECTED IN THAILAND, CAMBODIA, AND SOUTH VIETNAM. THE BASIC ASSUMPTION OF THIS REPORT IS THAT THE POLICY OF EACH OF THESE COUNTRIES IN REGARD TO LANGUAGE IN GENERAL, AND IN RELATION TO HIGHER EDUCATION IN PARTICULAR, IS A STABLE FACTOR IN THE TOTAL SITUATION. THE COUNTRIES STUDIED PROVIDE A SPECTRUM OF CURRENT POLICIES, ALL SEEKING TO SOLVE ESSENTIALLY TWO MAJOR LANGUAGE PROBLEMS—(1) THE PROPAGATION OF THE NATIONAL LANGUAGE WITHIN THE COUNTRY, AND (2) THE ROLE OF LANGUAGES OF WIDER CURRENCY, FOR EXAMPLE, ENGLISH AND FRENCH. THE AUTHOR OUTLINES THE COMMON PROBLEMS, CURRENT SOLUTIONS, AND FUTURE OUTLOOK OF THE REGION AS A WHOLE BEFORE DEALING WITH EACH COUNTRY IN SEPARATE CHAPTERS. THIS REPORT WAS PUBLISHED BY THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES, 6 RUE FRANKLIN, PARIS 16E, FRANCE. (AMM)

ED 012 458 **AL 000 566**
DYKSTRA, GERALD AND OTHERS
ANANSE TALES, MANUAL, A COURSE IN CONTROLLED COMPOSITION. COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COMPOSITION SKILLS

(LITERARY), *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, AFRICA, ENGLISH INSTRUCTION, NEW YORK CITY, TEACHING GUIDES, TESL MATERIALS DEVELOPMENT CENTER, WRITING EXERCISES, WRITTEN LANGUAGE.

AN ILLUSTRATED SET OF AFRICAN ANIMAL TALES HAS BEEN SELECTED AND LINGUISTICALLY STRUCTURED FOR PRACTICE IN WRITING ENGLISH COMPOSITION. FIRST USED BY FOREIGN STUDENTS AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY, AND BY SIXTH-GRADE STUDENTS (NATIVE SPEAKERS OF ENGLISH) IN MASSACHUSETTS, THESE MATERIALS ARE NOW BEING USED BY VARIOUS GROUPS IN THE UNITED STATES AND IN AFRICA. EACH OF THE 42 PASSAGES IS FOLLOWED BY A SET OF DIRECTIONS FOR GRADED EXERCISES. STRICTLY CONTROLLED, THESE EXERCISES RANGE FROM SIMPLE COPYING AND REWRITING TO MORE COMPLEX TRANSFORMATIONS AND FREE CREATIVE COMPOSITION. THE FORMAT IS DESIGNED TO ALLOW THE STUDENT TO REPEAT A STEP AT A GIVEN LEVEL OF DIFFICULTY AS OFTEN AS NECESSARY WITHOUT REPEATING PREVIOUS SUBJECT MATTER. THE ACCOMPANYING TEACHER'S MANUAL PROVIDES DETAILED INSTRUCTIONS FOR TEACHING EACH STEP, AS WELL AS TIME-SAVING SUGGESTIONS FOR CORRECTING. THIS DOCUMENT WAS PUBLISHED BY THE TEACHERS COLLEGE PRESS, COLUMBIA UNIVERSITY, NEW YORK, NEW YORK 10027, 65 PAGES. (AMM)

ED 012 459 **AL 000 569**
KAPLAN, ROBERT B. AND OTHERS
SELECTED CONFERENCE PAPERS OF THE ASSOCIATION OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE. NATIONAL ASSN. FOR FOREIGN STUDENT AFFAIRS
REPORT NUMBER NAFSA-ENGL-LANG-SER-12
PUB DATE DEC 66

EDRS PRICE MF-\$0.50 HC-\$4.44 111P.
DESCRIPTORS *CONFERENCE REPORTS, *CURRICULUM DEVELOPMENT, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *TEACHER EDUCATION, ADJUSTMENT PROBLEMS, ASSOCIATION OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE, CHICAGO, CONTRASTIVE LINGUISTICS, DISTRICT OF COLUMBIA, PRONUNCIATION, PSYCHOLINGUISTICS, READING SKILLS, SCHOOL SYSTEMS, SOCIOLINGUISTICS, TRANSFORMATION THEORY (LANGUAGE), UNIVERSITY OF SOUTHERN CALIFORNIA, WRITING SKILLS.

THESE PAPERS WERE PRESENTED AT THE 1966 ANNUAL CONFERENCE OF THE NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS IN CHICAGO AT SECTION MEETINGS OF THE ASSOCIATION OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE. SUBJECTS (AND AUTHORS) OF PAPERS PRESENTED ARE AS FOLLOWS—CURRICULUM PATTERNS (M. FINOCHIARO), TEACHER PREPARATION (S. OHANNESSIAN), ASIAN AND AMERICAN EDUCATIONAL SYSTEMS (W.B. VAN SYOC), TRANSFORMATIONAL THEORY AND CONTRASTIVE ANALYSIS (P. SCHACTER), CONTRASTIVE ANALYSIS OF ENGLISH AND TAGALOG (R.D. WILSON), TRANSFORMATIONAL ANALYSIS (L. MCINTOSH), SOCIOLINGUISTICS (C.A. FERGUSON), SOCIOLINGUISTICS (J.C. CATFORD), SECOND LANGUAGE LEARNING (J.B. CARROLL), PSYCHOLOGICAL ADJUSTMENTS (R.C.

GARDNER), PLANNING GUIDELINES (C.H. PRATOR), TESTS (L.A. PALMER), LISTENING AND READING (V.F. ALLEN), PRONUNCIATION (E. ENATA), COMPOSITION (W.R. SLAGER), AND READING AND WRITING (R.B. KAPLAN). THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA PRESS, LOS ANGELES, CALIFORNIA, FOR \$1.75. (AMM)

ED 012 460 AL 000 570

ROBINETT, BETTY WALLACE AND OTHERS

ON TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, SERIES 3.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *TEACHER EDUCATION, *TEACHING METHODS, LANGUAGE PROGRAMS, NEW YORK CITY, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL).

THE CONTENTS OF THIS SERIES (A COMPILATION OF PAPERS READ AT THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CONFERENCE, NEW YORK CITY, MARCH 17-19, 1966) ARE GROUPED ACCORDING TO GENERAL SUBJECT (AND AUTHORS)-(1) TESOL AS A PROFESSIONAL FIELD (S. OHANNESSIAN, A.H. MARCKWARDT, G. CAPELLE, D. GLICKSBERG), (2) REPORTS ON SPECIAL PROGRAMS (C.H. PRATOR, P.W. BELL, L.H. SALISBURY, J.B. KING, M. FINOCCHIARO, G.S. NUTLEY), (3) SOME KEY CONCEPTS AND CURRENT CONCERNS (R.B. LONG, J.D. BOWEN, S.C. LIN, N. GREIS, C.C. FRIES, E.M. ANTHONY, R.N. CAMPBELL, E. OTT, B. REIFEL, C. SENIOR), (4) MATERIALS, THEIR PREPARATION AND USE (W.N. FRANCIS, R.J. DIPIETRO, A. MACLEISH, C.B. PAULSTON), (5) WHAT TO DO IN THE CLASSROOM, DEVICES AND TECHNIQUES (C.J. KREIDLER, R. BRANDE, R.J. SCHWARTZ), AND (6) THE TESOL CONFERENCE AT NEW YORK (G.L. ANDERSON). THIS DOCUMENT WAS PUBLISHED BY TESOL, INSTITUTE OF LANGUAGE AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

ED 012 461 AL 000 571

ROSS, JANET

THE LANGUAGE LABORATORY IN A SMALL TESOL PROGRAM.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, PRONUNCIATION INSTRUCTION, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL).

ALTHOUGH THE VALUE OF THE LANGUAGE LABORATORY IN FOREIGN LANGUAGE PROGRAMS IS WELL ESTABLISHED IN THE UNITED STATES, THE NEED FOR SUCH LABS IN SMALL "TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES" (TESOL) PROGRAMS IS NOT YET SO WELL RECOGNIZED. VALID OBJECTIONS SUCH AS GREAT INITIAL EXPENSE AND LACK OF SPECIAL PREPARED MATERIALS HAVE BEEN RAISED. HOWEVER, THIS POWERFUL TEACHING DEVICE HAS THE ADVANTAGES OF PROVIDING A STRUCTURED APPROACH TO LISTENING, INDIVIDUALIZED INSTRUCTION, AND A UNIQUE DIRECTNESS OF CONTACT BETWEEN THE STUDENT AND THE LESSON MATERIALS.

SOME PRACTICAL SUGGESTIONS CONCERNING SELECTION OF EQUIPMENT, MATERIALS, AND METHOD AND APPROACH ARE GIVEN, FOLLOWED BY SAMPLE EXERCISES IN PRONUNCIATION AND STRUCTURE. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. THIS ARTICLE WAS PUBLISHED IN THE "TESOL QUARTERLY," VOLUME 1, NUMBER 1, MARCH 1967, BY TESOL, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

ED 012 462 AL 000 572

SUTHERLAND, KENTON K.

THE PLACE OF DICTATION IN THE LANGUAGE CLASSROOM.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DICTATION, *LANGUAGE INSTRUCTION, *METHODOLOGY, *SECOND LANGUAGE LEARNING, *WRITING SKILLS, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL).

THIS PAPER CONSTITUTES A CRITICAL EXAMINATION OF THE POSSIBLE USES OF DICTATION AS A LANGUAGE LEARNING ACTIVITY, AS WELL AS A BRIEF EXAMINATION OF THE PEDAGOGICAL PRINCIPLES INVOLVED. THE AUTHOR OBSERVES THAT STUDENTS WHO ARE EXPOSED TO PROPERLY HANDLED DICTATION EXERCISES NOT ONLY LEARN TO RECOGNIZE THE RELATIONSHIP OF SPEECH TO WRITING AT AN EARLIER STAGE, BUT ALSO IMPROVE MORE RAPIDLY IN THEIR ABILITY TO COMPREHEND STRETCHES OF SPOKEN MATERIAL. HE ALSO POINTS OUT THAT IN ORDER TO TAKE ADVANTAGE OF PROGRAMED LEARNING TECHNIQUES IN CLASSROOM DICTATION ACTIVITIES, THESE PRINCIPLES SHOULD BE UNDERSTOOD AND FOLLOWED-(1) THE PRINCIPLE OF SPECIFIC OBJECTIVES, (2) THE PRINCIPLE OF APPROPRIATE PRACTICE, (3) THE PRINCIPLE OF INDIVIDUAL DIFFERENTIATION, (4) THE PRINCIPLE OF IMMEDIATE REINFORCEMENT, AND (5) THE PRINCIPLE OF GRADUATED SEQUENCE. SUGGESTIONS MADE INCLUDE THE USE OF THE TAPE RECORDER AS A SELF-INSTRUCTIONAL DEVICE AND SPECIFIC DICTATION TECHNIQUES ARRANGED IN APPROXIMATE ORDER OF DIFFICULTY. THIS ARTICLE WAS PUBLISHED IN THE "TESOL QUARTERLY," VOLUME 1, NUMBER 1, MARCH 1967, BY TESOL, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

ED 012 463 AL 000 573

RATHMELL, GEORGE

CURRENT TRENDS IN THE TEACHING OF ENGLISH IN FRANCE.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, AUDIO-LINGUAL METHODS, CLOSED CIRCUIT TELEVISION, FOREIGN LANGUAGE FILMS, FRANCE, FRENCH, LEND ME YOUR EARS, METHODE AUDIO VISUELLE D'ANGLAIS, PASSPORT TO ENGLISH, PATTERN DRILLS (LANGUAGE), TAPE RECORDINGS, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL).

UNTIL THE FRENCH MINISTRY OF EDUCATION ESTABLISHED A COMMISSION TO

INVESTIGATE THE BASIC ELEMENTS OF SPOKEN FRENCH AND TO DEVELOP A NEW TYPE OF LANGUAGE COURSE, THE MOST WIDELY ACCEPTED METHOD OF INSTRUCTION IN FRANCE WAS THE DIRECT METHOD OF BERLITZ AND GOUIN. FROM THE COMMISSION'S RESEARCH, A NEW AUDIOVISUAL COURSE, "VOIX ET IMAGES DE FRANCE," WAS DEVELOPED. THE COURSE CONSISTS OF THREE PARTS-(1) THE SKETCH, WHICH PRESENTS A DIALOG WITH NEW VOCABULARY, (2) THE "MECANISME," WHICH SHOWS DIFFERENT GRAMMATICAL STRUCTURES, AND (3) THE "EXERCISES PHONETIQUES," BY MEANS OF ACCOMPANYING TAPES AND FILMSTRIPS, THE NEED FOR TRANSLATION TO THE NATIVE LANGUAGE IS VIRTUALLY ELIMINATED. THE CORRESPONDING COURSE FOR ENGLISH IS THE "METHODE AUDIO-VISUELLE D'ANGLAIS," WHICH MAINTAINS THE SAME BASIC FORMAT AS THAT OF "VOIX ET IMAGES." ALTHOUGH DESIGNED FOR ADULTS, THE COURSE IS BEING USED IN LYCEES WHERE ITS TWO LEVELS ARE COVERED IN 3 YEARS. "PASSPORT TO ENGLISH" CONTAINS ADDITIONAL GRAPHIC SYMBOLS TO BETTER AID THE STUDENT, AS WELL AS PATTERN DRILLS WHICH "VOIX ET IMAGES" LACKS. ANOTHER COURSE, "LEND ME YOUR EARS," HAS BEEN USED FOR CLOSED CIRCUIT TELEVISION. THIS ARTICLE WAS PUBLISHED IN THE "TESOL QUARTERLY," VOLUME 1, NUMBER 1, MARCH 1967, BY TESOL, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (FB)

ED 012 464 AL 000 574

CARR, ELIZABETH B.

TEACHING THE "TH" SOUNDS OF ENGLISH.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *PHONOLOGY, JAPANESE, KOREAN, L.A.O, TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), THAI.

A SURVEY OF REFERENCE MATERIALS ON THE ORAL PRODUCTION OF THE "TH" SOUNDS IN ENGLISH (THE INITIAL SOUNDS IN "THY" AND "THIGH") REVEALS A CERTAIN CONFUSION AND DISAGREEMENT. DIFFICULTIES ARISE CONCERNING NOT ONLY THE DESCRIPTION OF THESE TWO PHONEMES, BUT THE MANNER IN WHICH THEY SHOULD BE TAUGHT TO NONNATIVE SPEAKERS. THE PARTICULAR PROBLEMS ENCOUNTERED BY SPEAKERS OF ASIAN LANGUAGES ARE DEALT WITH, AND DRILLS SUITABLE FOR TAPED LESSONS ARE EXPLAINED. ADDITIONAL SUGGESTED TEACHING TECHNIQUES FOR PRACTICING THESE SOUNDS INCLUDE THE "OBJECT BOX," A SHOEBOX FILLED WITH SMALL OBJECTS EACH CONTAINING A "TH" SOUND IN ITS NAME, AND EXAMPLE DRILLS BASED ON PHRASES CONTAINING ALVEOLAR STOPS AND NASALS BEFORE THE "TH" SOUND. WRITTEN FOR THE LINGUISTICALLY ORIENTED READER, THE VALUE OF LINGUISTIC KNOWLEDGE IN LEARNING ENGLISH AS A SECOND LANGUAGE IS STRESSED. THIS ARTICLE WAS PUBLISHED IN THE "TESOL QUARTERLY," VOLUME 1, NUMBER 1, MARCH 1967, BY TESOL, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

ED 012 465 **AL 000 575**
MCARDLE, LOIS
TEACHING ENGLISH TO SPEAKERS OF
OTHER LANGUAGES, UNITED STATES AC-
TIVITIES-1966.

CENTER FOR APPLIED LINGUISTICS,
WASHINGTON, D.C.
PUB DATE APR 67
EDRS PRICE MF-00.25 HC-00.56 14P.

DESCRIPTORS *ENGLISH (SECOND
LANGUAGE), *LANGUAGE INSTRUCTION,
*TEACHER EDUCATION, DISTRICT OF
COLUMBIA, GERMANY, HEIDELBERG, IN-
TERNATIONAL CONFERENCE ON SECOND
LANGUAGE PROBLEMS, MATERIAL DE-
VELOPMENT, TESTING.

THIS REPORT ON NEW PROGRAMS AND
ON SIGNIFICANT DEVELOPMENTS IN
ONGOING PROGRAMS WAS PREPARED
FOR THE INTERNATIONAL CONFERENCE
ON SECOND LANGUAGE PROBLEMS (8TH,
HEIDELBERG, GERMANY, APRIL 26-29,
1967). PROGRAMS LISTED ARE (1) GENERAL
ACTIVITIES, (2) ENGLISH LANGUAGE
TEACHING AND TEACHER TRAINING OVER-
SEAS, (3) ENGLISH LANGUAGE TEACH-
ING AND TEACHER TRAINING IN THE
UNITED STATES, AND (4) MATERIALS DE-
VELOPMENT AND TESTING. INFORMATION
WAS SUPPLIED BY (1) FEDERAL,
STATE, AND CITY GOVERNMENT AGEN-
CIES, (2) UNIVERSITIES, (3) FOUNDA-
TIONS, AND (4) OTHER PRIVATE ORGANIZ-
ATIONS. AN INDEX OF ORGANIZATIONS IS
PRESENTED. THIS DOCUMENT IS ALSO
AVAILABLE FROM THE ENGLISH PRO-
GRAM, CENTER FOR APPLIED LINGUIST-
ICS, 1717 MASSACHUSETTS AVENUE, N.W.,
WASHINGTON, D.C. 20036. (AMM) 20036.
(AMM)

ED 012 466 **AL 000 582**
WILSON, JAMES L. AND OTHERS
INTRODUCTORY KRIO LANGUAGE TRAIN-
ING MANUAL.
INDIANA UNIV., BLOOMINGTON
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MA-
TERIALS, *LANGUAGE INSTRUCTION, *SI-
ERRA LEONE KRIO, BLOOMINGTON,
GRAMMAR, MANUALS, PHONOLOGY,
TEXTBOOKS, UNITS OF STUDY (SUBJECT
FIELDS).

THIS MANUAL IS DESIGNED TO SERVE
AS THE BASIS FOR AN INTRODUCTORY
TRAINING COURSE IN THE KRIO LANGU-
AGE OF SIERRA LEONE. THERE ARE NINE
UNITS OF FIVE LESSONS EACH, AND
EVERY FIFTH LESSON CONSTITUTES A
REVIEW AND A TEST. THE INTRODUCTO-
RY SECTIONS DEAL WITH PIDGIN AND
CREOLE LANGUAGES, THE HISTORY AND
DEVELOPMENT OF KRIO, KRIO PHONOLO-
GY AND GRAMMAR, AND NOTES ON THE
LESSONS. A SET OF TAPES FOR THE
COURSE HAS BEEN PREPARED. THIS
DOCUMENT WAS PUBLISHED BY INDIANA
UNIVERSITY, BLOOMINGTON 47401. (AMM)

ED 012 467 **CG 000 115**
COFFEY, HUBERT S. AND OTHERS
UTILIZATION OF APPLICABLE RESEARCH
AND DEMONSTRATION RESULTS. FINAL
REPORT.

HUMAN INTERACTION RES. INST., LOS
ANGELES, CALIF.
PUB DATE MAR 67
EDRS PRICE MF-00.75 HC-05.96 140P.

DESCRIPTORS *DEMONSTRATION PRO-
JECTS, *RESEARCH PROJECTS, *VOCA-

TIONAL REHABILITATION, COMMUNICA-
TION PROBLEMS, CONFERENCES, IN-
NOVATION, LOS ANGELES, REHABILITA-
TION PROGRAMS, RESEARCH METHODOLO-
GICAL.

THE HUMAN INTERACTION RESEARCH
INSTITUTE STUDIED FACTORS IMPEDING
AND FACILITATING THE SPREAD OF IN-
NOVATION IN VOCATIONAL REHABILIT-
ATION. THEY STUDIED THE COMMUNICA-
TIVE, ORGANIZATIONAL, AND ATTITUDINAL
BARRIERS KEEPING MANY REHA-
BILITATION AGENCIES FROM DEVELOP-
ING THEIR OWN INNOVATIONS OR FROM
ADOPTING THOSE OF OTHERS. TWO STRA-
TEGIES TO SURMOUNT THESE BARRIERS
WERE DEVELOPED, EXPERIMENTALLY
APPLIED, AND THEN EVALUATED. ONE
INVOLVED THE DEVELOPMENT OF NEW
INFORMATION DISSEMINATING TECH-
NIQUES ABOUT A SUCCESSFUL, INNOVA-
TIVE DEMONSTRATION PROJECT TO
POTENTIAL USERS. THE OTHER WAS THE
USE OF PSYCHOLOGICAL CONSULTATION
WITH THE MANAGEMENT STAFFS OF
FIVE WORKSHOPS WHICH COULD BE CON-
SIDERED AS POTENTIAL USERS OF SOME
ASPECTS OF THE DEMONSTRATION PRO-
JECT. BOTH THE NONTECHNICAL BOOK-
LET AND THE CONFERENCE PROVED TO
BE EFFECTIVE IN COMMUNICATING THE
RESULTS OF RESEARCH AND IN STIMU-
LATING OTHERS TO USE SOME OF THE
DEMONSTRATED METHODS REPORTED
TO BE EFFECTIVE. EVIDENCE INDICATED
THAT CONSULTED AGENCIES TENDED TO
EXPLORE NEW WAYS OF ATTAINING
GOALS AND REACHED OUT MORE RECEP-
TIVELY FOR RESEARCH, DEMONSTRATION,
AND INNOVATIONS DEVELOPED BY
OTHERS THAN DID THE COMPARABLE
CONTROL AGENCIES. STRATEGIES FOR
OVERCOMING THE BARRIERS TO INNOVA-
TION WERE PRESENTED AS AN OUT-
GROWTH OF THE FINDINGS. (RL)

ED 012 468 **CG 000 117**
COKER, DAVID L.
IMPLICATIONS OF THE DIVERSITY OF COL-
LEGE STUDENTS.

PUB DATE 22 MAR 67
EDRS PRICE MF-00.25 HC-00.52 13P.

DESCRIPTORS *ACADEMIC APTITUDE,
*COLLEGE PROGRAMS, *EDUCATIONAL
OBJECTIVES, AMERICAN PERSONNEL
AND GUIDANCE ASSOCIATION, COLLEGE
STUDENTS, DALLAS, EDUCATIONAL PRO-
GRAMS, SPEECHES, STUDENT ATTITU-
DES, STUDENT COLLEGE RELATIONS-
HIP.

THE NATURE AND EXTENT OF DIVERSITY
IN CHARACTERISTICS OF STUDENTS
WITHIN AND AMONG THE VARIOUS CAM-
PUSES OF INDIANA UNIVERSITY WERE
INVESTIGATED. THREE HUNDRED AND
EIGHTY-ONE STUDENTS, SELECTED RAN-
DOMLY FROM FULL-TIME FRESHMAN
AND SOPHOMORE CLASSES ON EACH CAM-
PUS, WERE COMPARED BY STATISTICAL
ANALYSES OF PERSONAL DATA AND
SCORES FOR THE SUBSCALES OF (1) THE
SCHOLASTIC APTITUDE TEST, (2) THE OPIN-
ION, ATTITUDE, AND INTEREST SURVEY,
AND (3) THE COLLEGE AND UNIVERSITY
ENVIRONMENT SCALES. STUDENTS
WHO VARIED AMONG LEVELS OF SCHOLASTIC
APTITUDE ALSO DIFFERED IN
THEIR PERSONAL ATTRIBUTES AS WELL
AS IN THEIR PERCEPTION OF ENVIRONMENTAL
STRESS. LOW-APTITUDE STUDENTS
EXHIBITED LESS INDEPENDENT,
REFLECTIVE, AND RISK-TAKING RESPONSES.
ASSUMING THAT THIS BEHAVIOR

PATTERN SHOULD BE MODIFIED, THE
AUTHOR SUGGESTS THAT (1) HOUSING AS-
SIGNMENTS, STAFFING, AND PROGRAM-
ING BE MADE IN LEARNING TERMS, (2)
STUDENT ACTIVITIES ON CAMPUS BE AS-
SURED IN TERMS OF THEIR CONTRIBU-
TION TO THE LEARNING CONCERNS OF
STUDENTS, (3) CONSIDERATION BE GIVEN
TO THE "UNGRADED COLLEGE" IN ORDER
TO ACCOUNT FOR DIFFERENCES AMONG
STUDENTS, (4) VARYING ORIENTATION
PROGRAMS BE INSTITUTED, (5) LOW-APTITUDE
STUDENTS CONSIDER A REGIONAL
CAMPUS, AND (6) COUNSELING SERVICES
BE LINKED TO INDIVIDUAL DIFFERENCES
AMONG STUDENTS. THIS SPEECH WAS
PRESENTED AT THE AMERICAN PERSONNEL
AND GUIDANCE ASSOCIATION CON-
VENTION (DALLAS, MARCH 22, 1967). (RL)

ED 012 469 **CG 000 146**
PRUETT, ROLLA F. WHITEMAN, KAREN
GUIDANCE IN THE ELEMENTARY SCHOOL.
INDIANA STATE DEPT. PUBLIC INSTR., IN-
DIANAPOLIS
REPORT NUMBER ISDPI-BULL-251
PUB DATE JAN 67
EDRS PRICE MF-00.50 HC-02.75 60P.

DESCRIPTORS *ELEMENTARY SCHOOL
COUNSELORS, *ELEMENTARY SCHOOL
GUIDANCE, *ELEMENTARY SCHOOL STUDENTS,
*GUIDANCE SERVICES, *PROGRAM
DEVELOPMENT, BULLETINS,
COUNSELOR FUNCTIONS, INDIANA, INDIANAPOLIS.

THE ROLE OF THE ELEMENTARY
SCHOOL COUNSELOR AND THE IMPORTANCE
OF PROVIDING GUIDANCE SERVICES
AT THE ELEMENTARY LEVEL ARE
DISCUSSED. THE FUNCTION OF GUIDANCE
SERVICES AT THE ELEMENTARY
LEVEL IS EXPLORED, WITH EMPHASIS ON
DEFINITION, PHILOSOPHY, OBJECTIVES,
AND GUIDES FOR PROVIDING THE NECESSARY
SERVICES FOR OPTIMUM DEVELOPMENT
OF ALL CHILDREN. FOLLOWING
THE BIBLIOGRAPHY, A PARTIAL LIST OF
INDIANA REFERRAL AGENCIES FOR ELEMENTARY
SCHOOL PERSONNEL IS
PROVIDED. (SK)

ED 012 470 **CG 000 148**
WELLMAN, FRANK E.

A CONCEPTUAL FRAMEWORK FOR THE
DERIVATION OF GUIDANCE OBJECTIVES
AND OUTCOME CRITERIA-PRELIMINARY
STATEMENT.

PUB DATE JAN 67
EDRS PRICE MF-00.25 HC-01.56 30P.

DESCRIPTORS *COUNSELING GOALS,
*PROGRAM EVALUATION, *RESEARCH
CRITERIA, *RESEARCH METHODOLOGY,
COLUMBIA, NATIONAL STUDY OF GUIDANCE,
ST. ANN, UNIVERSITY OF MISSOURI.

RESEARCH IN COUNSELING AND PSYCHOTHERAPY
IS EXPLORED. BECAUSE THERE ARE
SERIOUS LIMITATIONS TO THE ARTIFICIAL
DISTINCTION BETWEEN PROCESS AND
OUTCOME RESEARCH, THE AUTHOR FEELS
THAT PROCESS AND OUTCOME RESEARCH
SHOULD BE CARRIED ON CONCURRENTLY.
PROBLEMS IN OUTCOME RESEARCH
INCLUDE (1) SPECIFICATION OF INDEPENDENT
VARIABLES, (2) CONTROL OF VARIABLES,
(3) SPECIFICATION OF APPROPRIATE
CRITERIA, (4) DEVELOPMENT OF AN
ADEQUATE RESEARCH PARADIGM, AND
(5) SOLUTION OF METHODOLOGICAL
PROBLEMS OF RESEARCH DESIGN. THE
NATIONAL STUDY

OF GUIDANCE IS ATTEMPTING TO DEVELOP GUIDANCE OBJECTIVES AND APPROPRIATE BEHAVIORAL CRITERIA FOR EVALUATION. EIGHT PROPOSITIONS WHICH ALLOW FOR HUMAN DEVELOPMENT AND PROVIDE A FRAME OF REFERENCE FOR RESEARCH ON GUIDANCE OUTCOMES ARE PRESENTED. THIS CONCEPTUAL FRAMEWORK CONSIDERS INDIVIDUAL DEVELOPMENT AND INTERACTION AMONG DEVELOPMENTAL AND ENVIRONMENTAL VARIABLES. A HIERARCHY OF THREE GUIDANCE OBJECTIVE LEVELS IS PROPOSED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE INVITATIONAL CONFERENCE ON RESEARCH PROBLEMS IN COUNSELING (CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY, ST. ANN, JANUARY 10-12, 1967). (SK)

ED 012 471 CG 000 149
CRITERION VARIABLES FOR THE EVALUATION OF GUIDANCE PRACTICES. A TAXONOMY OF GUIDANCE OBJECTIVES. NATIONAL STUDY OF GUIDANCE, PHASE I, PRELIMINARY REPORT.

MISSOURI UNIV., COLUMBIA
EDRS PRICE MF-\$0.25 HC-\$1.36 34P.

DESCRIPTORS *EVALUATION, *GUIDANCE SERVICES, *OBJECTIVES, *TAXONOMY, COLUMBIA, NATIONAL STUDY OF GUIDANCE, RESEARCH CRITERIA, GRANT OEG-3-6-001147-1147

THE ESTABLISHMENT OF EVALUATIVE CRITERIA FOR GUIDANCE OBJECTIVES IS AFFECTED BY THREE MAJOR CONSIDERATIONS-(1) SPECIFYING GUIDANCE OBJECTIVES, (2) TRANSLATING THESE OBJECTIVES INTO DESIRED BEHAVIORAL OUTCOMES, AND (3) MEASURING AND REPORTING THESE BEHAVIORAL OUTCOMES. THE MAJOR PROBLEM IS FINDING UNIVERSALLY ACCEPTABLE OBJECTIVES WHICH ARE SPECIFIC ENOUGH FOR RESEARCH AND YET EMPHASIZE THE INDIVIDUAL. AN ATTEMPT IS MADE TO IDENTIFY GUIDANCE OBJECTIVES IN TERMS OF THE PRIMARY DEVELOPMENTAL AND PROBLEM NEEDS OF STUDENTS WITHIN THEIR EDUCATIONAL, VOCATIONAL, AND SOCIAL DOMAINS. WITHIN EACH OF THESE DOMAINS, OBJECTIVES ARE CLASSIFIED ACCORDING TO A HIERARCHY OF DEVELOPMENTAL LEVELS. THE FIRST LEVEL CONTAINS PERCEPTUALIZATION OBJECTIVES WHICH INCLUDE KNOWLEDGE OF, AND CONCERN WITH, ASPECTS OF THE ENVIRONMENT AND THE SELF. THE SECOND LEVEL EMPHASIZES CONCEPTUALIZATION OBJECTIVES AND RESPONSES TO PERCEPTIONS OF THE ENVIRONMENT AND THE SELF. AT THE THIRD AND HIGHEST LEVEL ARE GENERALIZATION OBJECTIVES WHICH ALLOW THE INDIVIDUAL TO (1) ACCOMMODATE CULTURAL AND ENVIRONMENTAL DEMANDS, (2) ACHIEVE SATISFACTION THROUGH ENVIRONMENTAL TRANSACTIONS, AND (3) EXPERIENCE MASTERY OF SPECIFIC TASKS. EXAMPLES OF SPECIFIC OBJECTIVES AND CRITERIA FOR GUIDANCE ARE PRESENTED IN TERMS OF THE EDUCATIONAL, VOCATIONAL, AND SOCIAL DOMAINS. (SK)

ED 012 472 CG 000 168
BRADEN, BILLY AND OTHERS
PERCEPTIONS OF THE ELEMENTARY SCHOOL COUNSELOR.
ASSOCIATION OF COUNSELOR EDUCATORS AND SUPERVISORS

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *COUNSELOR FUNCTIONS, *COUNSELOR ROLE, *ELEMENTARY SCHOOL COUNSELING, *ELEMENTARY SCHOOL COUNSELORS, *ROLE PERCEPTION, COUNSELOR EDUCATORS, ELEMENTARY SCHOOL COUNSELOR QUESTIONNAIRE, GUIDANCE PERSONNEL, KENTUCKY COMMITTEE, KUDER RICHARDSON RELIABILITY COEFFICIENT, NEW ORLEANS, PRINCIPALS, QUESTIONNAIRES, STATE SUPERVISORS, THURSTONE TYPE SCALE.

FACTORS ASSOCIATED WITH THE ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR AS THEY WERE PERCEIVED BY SELECTED ELEMENTARY SCHOOL COUNSELORS, ELEMENTARY SCHOOL PRINCIPALS, COUNSELOR EDUCATORS, AND STATE SUPERVISORS IN THE SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (SACES) REGION WERE IDENTIFIED. THREE INSTRUMENTS WERE DEVELOPED. THE FIRST, A QUESTIONNAIRE OF 143 ITEMS DENOTING COUNSELOR FUNCTIONS, SOUGHT TO CLASSIFY POSSIBLE ROLES PERFORMED BY ELEMENTARY SCHOOL COUNSELORS. THE SECOND INSTRUMENT CONSISTED OF 120 ACCEPTABLE ITEMS, RETAINED FROM THE ADMINISTRATION OF THE FIRST INSTRUMENT, WHICH WERE RATED ON A NINE-POINT THURSTONE TYPE SCALE ACCORDING TO THEIR IMPORTANCE. THE FINAL INSTRUMENT, THE ELEMENTARY SCHOOL COUNSELOR QUESTIONNAIRE, DETERMINED THE OPINIONS OF THE PARTICIPATING GROUPS CONCERNING THE ELEMENTARY SCHOOL COUNSELOR'S FUNCTIONS IN GRADES 1 TO 6, INCLUSIVELY, BY MEANS OF 84 PAIRED COMPARISONS. COUNSELOR FUNCTIONS WERE RATED AS FOLLOWS-(1) COUNSELING ACTIVITIES, (2) CONSULTANT, (3) GUIDANCE, (4) TEACHER, (5) SOCIAL WORKER, (6) PSYCHOLOGIST-PSYCHOMETRIST, AND (7) ADMINISTRATOR. PRINCIPALS THOUGHT COUNSELING FUNCTIONS LESS IMPORTANT THAN DID OTHER GROUPS. EDUCATORS AND SUPERVISORS RATED CONSULTANT ACTIVITIES AS SECOND IN IMPORTANCE, WHILE COUNSELORS AND EDUCATORS VIEWED TEACHING AS SECOND. ONLY EDUCATORS RATED SOCIAL WORK WITH LOW PRIORITY. THIS PAPER WAS PRESENTED AT THE SACES CONFERENCE (NEW ORLEANS, OCTOBER 11, 1966). (PR)

ED 012 473 CG 000 169
ECKERSON, LOUISE OMWAKE SMITH, HYRUM M.
SCOPE OF PUPIL PERSONNEL SERVICES.
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-23045
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$4.04 101P.

DESCRIPTORS *GUIDANCE SERVICES, *PSYCHOLOGICAL SERVICES, *SCHOOL SERVICES, *SOCIAL WORKERS, *STUDENT PERSONNEL SERVICES, ATTENDANCE OFFICERS, COUNSELING SERVICES, DISTRICT OF COLUMBIA, ESEA, GUIDELINES, IRCOPPS, MEDICAL SERVICES, NATIONAL INSTITUTE OF MENTAL HEALTH, PSYCHIATRISTS, SECONDARY SCHOOLS, SPEECH THERAPY.

PART I OF THIS PAMPHLET DESCRIBES THE INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES, WHICH WAS STARTED IN 1962 BY THE OFFICE OF EDUCATION AND FI-

NANCED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH FOR A 5-YEAR PROGRAM. THE REST OF THE PAMPHLET DEALS WITH STATISTICS AND SPECIFIC PUPIL PERSONNEL SERVICES. OF THE 60,000 FULL-TIME-EQUIVALENT PUPIL PERSONNEL SPECIALISTS IN PUBLIC SCHOOLS, 27,180 SECONDARY SCHOOL COUNSELORS ENGAGE IN PRIVATE COUNSELING, GROUP COUNSELING, CONSULTATION, PLACEMENT, AND EVALUATION. THE MAJOR ADVANTAGE HELD BY THE 2,254 SCHOOL SOCIAL WORKERS IS THEIR KNOWLEDGE OF, AND ENTRY INTO, THE COMMUNITY'S SOCIAL RESOURCES. SEVENTY-SIX PERCENT OF THE SCHOOLS HAVE SPEECH AND HEARING SERVICES TO AID THOSE CHILDREN (5 PERCENT) WITH COMMUNICATION DISORDERS. OTHER SERVICES ARE PSYCHOLOGICAL, PSYCHIATRIC, NURSING, OTHER MEDICAL, AND ATTENDANCE. THE FORECAST FOR PUPIL PERSONNEL SERVICES IS THAT (1) THEY WILL BE IMPROVED WITH HIGHER STANDARDS FOR PERSONNEL, (2) UNIVERSITIES WILL EXTEND INTERDISCIPLINARY PROGRAMS, (3) CERTIFICATION WILL INCLUDE INTERNSHIP RATHER THAN TEACHING EXPERIENCE, (4) AIDES WILL BE USED FOR SUBPROFESSIONAL FUNCTIONS, AND (5) RESEARCH WILL BE INCREASINGLY USED. THIS DOCUMENT IS AVAILABLE AS FS 5.223-23045, FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.35. (PR)

ED 012 474 CG 000 170
MILLS, DAVID H.
PARENT-COUNSELOR CONTACTS IN A UNIVERSITY SETTING-INCIDENTAL OR INCERMENTAL.
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *COLLEGE STUDENTS, *GUIDANCE COUNSELING, *PARENT PARTICIPATION, *PARENT STUDENT RELATIONSHIP, *SELF CONCEPT, ADJUSTMENT PROBLEMS, AMES, PARENT ATTITUDES, ROLE CONFLICT, SPEECHES.

UNDERGRADUATE STUDENTS TODAY ARE MOVING TOWARD INCREASED AUTONOMY. THE UNIVERSITIES ARE RESPONDING BY BECOMING LESS PARENTAL, ALTHOUGH NOT AS FAST AS STUDENTS WOULD LIKE. DESPITE THEIR EMANCIPATION FROM PARENTS AND PARENT-LIKE AUTHORITY, STUDENTS STILL TEND TO SEE THE COUNSELOR AS A PARENTAL FIGURE. THE COUNSELOR MUST THEREFORE HELP THE STUDENT RESOLVE HIS DEPENDENCY CONFLICT WITHOUT REJECTING HIS PARENTS OR FOSTERING OVERDEPENDENCY. PARENT-COUNSELOR CONTACT IN THE UNIVERSITY SETTING IS INCIDENTAL TO THE RESOLUTION OF THE STUDENT'S DEPENDENCY-INDEPENDENCY DIFFICULTIES. LITTLE RESEARCH HAS BEEN DONE IN THIS AREA ALTHOUGH SOME DATA INDICATE THAT THE QUALITY OF THE PARENT-CHILD RELATION IS SEEN IN THE CHILD'S LATER BEHAVIOR AND ATTITUDES. (WR)

ED 012 475 CG 000 245
WORLEY, BERT H.
COMMUNITY INVOLVEMENT IN THE REHABILITATION PROCESS-A REPORT ON THE COVE PROGRAM.

PUB DATE 20 MAR 67

EDRS PRICE MF-00.25 HC-00.56 14P.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *CONTROLLED ENVIRONMENT, *EMPLOYER ATTITUDES, *HANDICAPPED, *VOCATIONAL REHABILITATION, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, COMMUNITY INVOLVEMENT, COMMUNITY ORIENTED VOCATIONAL EDUCATION PROGRAM (COVE), COUNSELING, DALLAS, EMPLOYMENT EXPERIENCE, FEEDBACK, RESEARCH PROJECTS, SPEECHES.

THE COMMUNITY-ORIENTED VOCATIONAL EDUCATION PROGRAM (COVE) USES THE COMMUNITY AS A VOCATIONAL REHABILITATION RESOURCE BY PROVIDING OPPORTUNITIES IN BUSINESS AND INDUSTRY FOR THE HANDICAPPED. THE HANDICAPPED BECOME PRODUCTIVE, LEARN WORK SKILLS, AND COLLECT VOCATIONAL INFORMATION THROUGH JOB SAMPLING. THE CONTRIBUTING EMPLOYERS PROVIDE GUIDANCE, SUPERVISION, AND EVALUATION REGARDING THE CLIENT'S POTENTIAL FOR THE WORK BEING SAMPLED. THE COVE PROCESS IS BASED ON THE NEEDS OF THE LONG-TERM, DEPENDENT HANDICAPPED WHO BELIEVE THEY HAVE NO PLACE IN COMPETITIVE SOCIETY. THEIR DEPENDENCY REQUIREMENTS ARE SO GREAT THAT COVE ESTABLISHED SHELTERED LIVING SITUATIONS SUPERVISED BY COUNSELOR-AIDES. IN ADDITION TO VOCATIONAL EXPLORATION, THE HANDICAPPED ARE ASSISTED IN DEVELOPING SKILLS IN SOCIAL LIVING. AFTER THE CLIENT HAS MADE A REALISTIC VOCATIONAL CHOICE AND HAS SALABLE SKILLS, THE STAFF ASSISTS HIM IN SECURING EMPLOYMENT AND A SUITABLE LIVING SITUATION. FEEDBACK INFORMATION TO CONTRIBUTING EMPLOYERS IS A VITAL FACTOR IN THE PROGRAM. EMPLOYERS BEGIN TO REALIZE THAT THE HANDICAPPED ARE REAL PEOPLE AND NOT FACELESS STATISTICS. THE COMMUNITY OFFERS MOST OF THEIR SERVICES WITHOUT CHARGE, MAKING THE EFFORTS OF THIS REHABILITATION PROGRAM COST LESS THAN MOST. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, DALLAS, MARCH 20, 1967. (AO)

ED 012 476

CG 000 412

KORNICK, JOSEPH HANSEN, WILLIAM T. FINAL REPORT OF THE PILOT ELEMENTARY SCHOOL GUIDANCE PROJECT IN THE BEREA CITY SCHOOL DISTRICT, 1966-67. BEREA CITY SCHOOL DISTRICT, OHIO PUB DATE 67

EDRS PRICE MF-00.25 HC-02.16 54P.

DESCRIPTORS *COUNSELING PROGRAMS, *ELEMENTARY SCHOOL COUNSELORS, *ELEMENTARY SCHOOL GUIDANCE, *PILOT PROJECTS, *PROGRAM EVALUATION, BEREA, CONSULTATION PROGRAMS, COUNSELOR ROLE, GROUP COUNSELING, INSERVICE PROGRAMS, NDEA TITLE VA.

WORKING TO PROVIDE EVERY CHILD WITH EFFECTIVE GUIDANCE THROUGH A TEAM (WHOSE FOCAL POINT WAS THE TEACHER), THE GUIDANCE ASSISTANT IN THIS PROJECT OFFERED THE FOLLOWING SERVICES--(1) PROVIDED TEACHERS WITH METHODS FOR CONTINUOUS GUIDANCE WITHIN THE CLASSROOM THROUGH INSERVICE TECHNIQUES AND CONFERENCES, (2) SERVED AS A CONSULTANT TO

THE FACULTY, PARENTS, AND ADMINISTRATORS, (3) PROVIDED INDIVIDUAL AND GROUP COUNSELING FOR STUDENTS NEEDING SPECIAL HELP, (4) SERVED AS A SOURCE OF INFORMATION ON PUPILS RECEIVING INDIVIDUAL AND GROUP COUNSELING, AND (5) SERVED AS A COORDINATOR BETWEEN FACULTY, PARENTS, AND OTHER PUPIL PERSONNEL SPECIALISTS. VARIOUS EVALUATIVE TECHNIQUES AND METHODS WERE USED TO ANSWER SPECIFIC QUESTIONS ABOUT PERCEPTIONS OF THE COUNSELOR'S ROLE BY TEACHERS AND A GUIDANCE ADVISORY COMMITTEE, THE EFFECTIVENESS OF INDIVIDUAL AND GROUP COUNSELING, COUNSELOR INVOLVEMENT IN PARENT-TEACHER CONFERENCES, AND THE VALUE OF INSERVICE WORK IN GUIDANCE PRACTICES FOR TEACHERS. OVERALL EVALUATION OF THE PROJECT WAS POSITIVE. CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE PROGRAMS, AS WELL AS COPIES OF INSTRUMENTS AND FORMS USED, ARE INCLUDED. (SK)

ED 012 477

CG 000 414

HEISEY, MARION J. GETSON, RUSSELL FINAL REPORT OF THE EXPERIMENTAL ELEMENTARY GUIDANCE PROJECT IN THE KENT STATE UNIVERSITY SCHOOL, 1966-67. KENT STATE UNIV., OHIO PUB DATE 30 JUN 67

EDRS PRICE MF-00.50 HC-03.28 82P.

DESCRIPTORS *COUNSELING PROGRAMS, *ELEMENTARY SCHOOL COUNSELORS, *ELEMENTARY SCHOOL GUIDANCE, *PILOT PROJECTS, *PROGRAM EVALUATION, CONSULTATION PROGRAMS, EXPERIMENTAL PROGRAMS, KENT, KENT STATE UNIVERSITY SCHOOL, PARENT SCHOOL RELATIONSHIP.

THE KENT STATE UNIVERSITY SCHOOL ELEMENTARY GUIDANCE PROJECT PROVIDED MANY SERVICES INCLUDING--(1) A PREKINDERGARTEN TESTING PROGRAM INVOLVING THE ESTABLISHMENT OF CLASS NORMS AND PARENT MEETINGS AND CONFERENCES, (2) INDIVIDUAL STUDIES OF PARTICULAR CHILDREN, (3) COORDINATION OF THE TESTING PROGRAM, (4) INDIVIDUAL AND GROUP COUNSELING, (5) PARENT CONSULTATION, (6) COORDINATION OF CHILD-STUDY GROUPS FORMED OF PARENTS, (7) TEACHER CONSULTATION, AND (8) A WEEKLY BULLETIN WHICH REVIEWED ARTICLES OR RESEARCH REPORTS ON CHILD GROWTH AND DEVELOPMENT. VARIOUS ASPECTS OF THE PROGRAM WERE EVALUATED, CHIEFLY BY THE USE OF QUESTIONNAIRES. FROM THE RESPONSES OBTAINED, THE FOLLOWING STATEMENTS COULD BE MADE--(1) PARENTS FELT THAT ELEMENTARY GUIDANCE WAS MOST VALUABLE AS A MEANS OF HELPING INDIVIDUAL CHILDREN WITH ADJUSTMENT, AND (2) TEACHERS ACCEPTED ELEMENTARY GUIDANCE AS AN INTEGRAL PART OF THE SCHOOL PROGRAM AND FELT THAT THEY, AS WELL AS PARENTS AND STUDENTS, HAD PROFITED FROM IT. AS A RESULT OF THE EVALUATION, THE FOLLOWING RECOMMENDATIONS WERE MADE--(1) A MALE AND A FEMALE COUNSELOR SHOULD BE AVAILABLE AT ALL GRADE LEVELS, (2) THE SERVICES OF A SCHOOL PSYCHOLOGIST AND SOCIAL WORKER SHOULD BE AVAILABLE, AND (3) CONTACT BETWEEN GROUPS OF PARENTS AND THE COUNSELORS SHOULD BE INCREASED, PARTICULARLY IN THE LOWER GRADES. (SK)

ED 012 478

CG 000 425

LEWIS, HAZEL M. AND OTHERS CHANGES IN PUPILS' GRADE POINT AVERAGES BETWEEN JUNIOR AND SENIOR HIGH SCHOOL AS RELATED TO CERTAIN PERSONAL AND ENVIRONMENTAL CHARACTERISTICS. UNIVERSITY OF THE PACIFIC, STOCKTON, CALIF. PUB DATE 67

EDRS PRICE MF-00.25 HC-01.04 26P.

DESCRIPTORS *ENVIRONMENTAL INFLUENCES, *GRADE POINT AVERAGE, *INDIVIDUAL CHARACTERISTICS, *PREDICTION, DIFFERENTIAL ABILITY TESTS, JUNIOR HIGH SCHOOLS, NUMERICAL TESTS, SCHOOL AND COLLEGE ABILITY TESTS, SENIOR HIGH SCHOOLS, SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, STOCKTON, STUDENT RECORDS, VERBAL TESTS.

THIS PROJECT STUDIED THE PERSONAL AND ENVIRONMENTAL FACTORS OF STUDENTS WHOSE GRADE POINT AVERAGES (GPA) DEVIATED FROM A PREDICTED VALUE. THE SUBJECTS, 243 PUPILS ENTERING THE 10TH GRADE, WERE DIVIDED INTO THREE GROUPS--THOSE WHO ACHIEVED AS EXPECTED, THOSE WHO ACHIEVED BETTER THAN EXPECTED, AND THOSE WHO ACHIEVED LOWER THAN EXPECTED. THESE GROUPS WERE FORMED ON THE BASIS OF THE DEVIATION OF THE PREDICTED 10TH-GRADE GPA FROM THE ACTUAL GPA. THE THREE GROUPS WERE THEN STUDIED IN TERMS OF THE FOLLOWING VARIABLES--AGE, SEX, ETHNIC GROUP, ADULTS AT HOME AND WORK, MOBILITY, CONSISTENCY OF GRADES, GPA NINTH- AND 10TH-GRADE CONTENT SUBJECTS, AND SCORES ON SELECTED STANDARDIZED TESTS. THE FINDINGS ON 19 PERSONAL AND ENVIRONMENTAL CHARACTERISTICS WERE PRESENTED IN A COMPARISON BETWEEN THE ABOVE AND BELOW-PREDICTION GROUPS, AS WELL AS A COMPARISON OF THESE GROUPS WITH THE GROUP WHOSE PERFORMANCE FOLLOWED PREDICTIONS. THE MOST SIGNIFICANT FACTOR WAS THAT STUDENTS IN THE BELOW-PREDICTION GROUP TENDED TO SHOW A GRADUAL DECREASE IN GRADES PRIOR TO THEIR ENTRANCE INTO HIGH SCHOOL. (SK)

ED 012 479

CG 000 523

SAFFORD, PHILIP L.

DIFFERENCES IN THE COGNITIVE FUNCTIONING OF NORMAL, MENTALLY RETARDED, AND EMOTIONALLY DISTURBED SUBJECTS--IMPLICATIONS FOR SCHOOL RELEVANT DIFFERENTIAL DIAGNOSIS. MICHIGAN UNIV., ANN ARBOR.

REPORT NUMBER IRCOPPS-RR-5 PUB DATE 67

EDRS PRICE MF-01.00 HC-03.04 226P.

DESCRIPTORS *COGNITIVE MEASUREMENT, *COGNITIVE PROCESSES, *EMOTIONALLY DISTURBED, *MENTAL RETARDATION, *RESEARCH PROJECTS, ANALYSIS OF VARIANCE, ANN ARBOR, CLUSTER GROUPING, COGNITIVE ABILITY, COGNITIVE TESTS, COMPARATIVE ANALYSIS, GRADE 5, GRADE 6, GRADE 6, GROUP MEANS, INTERCORRELATION, IRCOPPS, OBJECT SORTING TASK, STUDENT BEHAVIOR, STUDENT CHARACTERISTICS, TABLES (DATA), TASK PERFORMANCE.

DUNN'S PHYSICAL ANALOG THEORY OF COGNITIVE STRUCTURE AND FUNCTION WAS EXTENDED TO THE ANALYSIS OF CONCEPTUAL FUNCTIONING ASSOCIAT-

ED WITH EMOTIONAL DISTURBANCE AND MENTAL RETARDATION IN CHILDREN. THE THEORY, WHICH DESCRIBES THE INTERNAL REPRESENTATION OF INFORMATION IN THE FORM OF A COGNITIVE MATRIX OF ASSOCIATED DIMENSIONAL CONCEPTS, HAS BEEN OPERATIONALIZED BY DUNN IN THE FORM OF AN OBJECT SORTING TASK (OST). THE OST WAS INDIVIDUALLY ADMINISTERED TO SAMPLES OF 40 MALE PUPILS ENROLLED IN PUBLIC SCHOOL CLASSES FOR THE EMOTIONALLY HANDICAPPED, THE MENTALLY HANDICAPPED, AND NORMAL FOURTH, FIFTH, AND SIXTH-GRADERS. THE THREE GROUPS WERE EQUATED FOR AGE, AND THE EMOTIONALLY DISTURBED AND NORMAL GROUPS WERE ALSO EQUATED FOR IQ. ON ALL QUANTITATIVE DIMENSIONS OF TASK PERFORMANCE, RETARDATES WERE INFERIOR TO NORMALS, AS PREDICTED BY THEORY. HOWEVER, RETARDATES ALSO DIFFERED IN MANY QUALITATIVE RESPECTS, OFTEN TO A GREATER DEGREE THAN DID DISTURBED SUBJECTS WHO GENERALLY OCCUPIED A POSITION INTERMEDIATE BETWEEN THE OTHER GROUPS IN TERMS OF QUANTITATIVE INDEXES. THE SPECIAL GROUPS WERE HIGHLY VARIABLE, HOWEVER, ON MOST SCORING DIMENSIONS. A CLUSTER ANALYSIS YIELDED FIVE MIXED-MEMBER-SHIP GROUPS WITH HIGH "SIMILARITY COEFFICIENTS." THIS APPROACH OFFERED A POTENTIAL MEANS OF DESIGNATING MEANINGFUL CLASSIFICATIONS ALONG COGNITIVE DIMENSIONS. (PS)

ED 012 480 CG 000 524
STOLLER, DAVID S.
AN AGE-SPECIFIC SCHOOL ATTENDANCE PROFILE FOR DROP-OUT ANALYSIS.
STANFORD RESEARCH INST., MENLO PARK, CALIF.
REPORT NUMBER TN-9
PUB DATE 17 NOV 66
EDRS PRICE MF-40.25 HC-40.32 8P.

DESCRIPTORS *AGE, *DROPOUT IDENTIFICATION, *INSTRUCTIONAL PROGRAM DIVISIONS, *LOW INCOME, *PARENTAL BACKGROUND, ATTENDANCE PATTERNS, DISTRICT OF COLUMBIA, DROPOUT RATE, DROPOUT RESEARCH, MENLO PARK, THE PROBABILITIES OF BEING IN SCHOOL AT EACH AGE, FOR ALL MALE CHILDREN AND FOR CHILDREN FROM FAMILIES WITH LOW INCOMES, ARE PRESENTED IN TABULAR FORM FROM FIGURES OBTAINED FROM "THE UNITED STATES CENSUS OF POPULATION 1960-SCHOOL ENROLLMENT." ANALYSIS SHOWS THAT STUDENTS FROM LOW-INCOME FAMILIES HAVE A SIGNIFICANTLY LOWER TENDENCY TO REMAIN IN SCHOOL. FURTHER ANALYSIS OF AGE-SPECIFIC PROFILES IS NEEDED TO INDICATE THE EXTENT TO WHICH THE DIFFERENCE IS DUE TO INCOME FACTORS ALONE, OR TO FACTORS HIGHLY CORRELATED WITH INCOME. THE POTENTIAL FOR IMPROVING GRADE PROGRESSION BY PROGRAMS ACTING ON CHILDREN OF LOW-INCOME FAMILIES IS INDICATED. EXAMINATION OF THE DATA LEADS TO THE FOLLOWING TENTATIVE HYPOTHESES-(1) DROPOUT IS MORE A FUNCTION OF PARENTAL EDUCATION THAN OF FAMILY INCOME, (2) DROPOUT RATES ARE HIGHER FOR RURAL THAN FOR URBAN CHILDREN, (3) THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN DROPOUT RATES OF WHITE AND NONWHITE CHILDREN FOR

ANY GIVEN LEVEL OF PERMANENT FAMILY INCOME AND PARENTAL EDUCATION, (4) POSITIVE CORRELATION EXISTS BETWEEN DROPOUT RATES AND THE TENDENCY TO BE BELOW MODAL GRADE, (5) THERE IS A HIGH NEGATIVE CORRELATION BETWEEN FAMILY INCOME LEVEL AND THE PUPIL BEING BELOW MODAL GRADE FOR HIS AGE GROUP, AND (6) BEING BELOW MODAL GRADE IS A FUNCTION OF PARENTAL EDUCATION. (SK)

ED 012 481 CG 000 525
HARRISON, FOREST I.
AN INVESTIGATION INTO PURE GROUPS- THEIR CHARACTERISTICS AND OPPORTUNITIES.
CHICAGO UNIV., ILL.
REPORT NUMBER BR-6-8260
PUB DATE JAN 67
EDRS PRICE MF-40.50 HC-32.36 59P.

DESCRIPTORS *DISADVANTAGED YOUTH, *FAMILY INFLUENCE, *LOW ACHIEVERS, *STUDENT ATTITUDES, *SUPERIOR STUDENTS, ACADEMIC PERFORMANCE, CHICAGO, COMPARATIVE ANALYSIS, DATA ANALYSIS, EDUCATIONAL OPPORTUNITIES, JUNIOR HIGH SCHOOL STUDENTS, OVERACHIEVERS, STUDENT CHARACTERISTICS, TABLES (DATA), UNDERACHIEVERS, GRANT OEG-3-6-068260-1826

DIFFERENCES IN ATTITUDES BETWEEN ADVANTAGED AND DISADVANTAGED STUDENTS, AND DIFFERENCES IN ATTITUDES BETWEEN INCONSISTENT STUDENTS AND THEIR ASSOCIATED MAJORITY GROUPS WERE EXPLORED. FOR THE PURPOSE OF THIS STUDY, THE INCONSISTENT STUDENT WAS DEFINED AS EITHER A STUDENT FROM AN ADVANTAGED BACKGROUND WHO WAS UNSUCCESSFUL IN SCHOOL, OR A STUDENT FROM A DISADVANTAGED BACKGROUND WHO WAS SUCCESSFUL IN SCHOOL. BOTH INCONSISTENT AND CONSISTENT STUDENTS WERE CONSIDERED "PURE" TYPES AND DIFFERENTIATED ACCORDING TO CERTAIN CRITERION CHARACTERISTICS. SIX HUNDRED AND SEVENTY-EIGHT 13-YEAR-OLDS FROM THE UNITED STATES AND 10 OTHER COUNTRIES WERE COMPARED. THE GENERAL AND SUBJECT-RELATED ATTITUDES OF THE INCONSISTENT STUDENTS WERE FOUND TO DIFFER FROM THOSE OF THEIR ASSOCIATED MAJORITY GROUPS. THE FINDINGS DEMONSTRATED THAT ATTITUDES, HOME BACKGROUND, AND SCHOOL PERFORMANCE ARE INTERDEPENDENT. UNSUCCESSFUL STUDENTS HAD NOT BEEN GIVEN THE OPPORTUNITIES AFFORDED THE SUCCESSFUL STUDENTS, DISADVANTAGED STUDENTS HAD NOT BEEN GIVEN THE OPPORTUNITIES ENJOYED BY THE ADVANTAGED STUDENTS, AND OPPORTUNITIES OF THE INCONSISTENT STUDENTS DIFFERED FROM THOSE OF THEIR ASSOCIATED MAJORITY GROUPS. (PS)

ED 012 482 CG 000 526
MUNSON, HAROLD L.
A RATIONALE FOR ELEMENTARY SCHOOL GUIDANCE.
ROCHESTER UNIV., N.Y., COLL. OF EDUCATION
PUB DATE 66
EDRS PRICE MF-40.25 HC-41.48 37P.

DESCRIPTORS *COUNSELOR TRAINING, *ELEMENTARY SCHOOL GUIDANCE, *LEARNING PROCESSES, *SPECIALISTS, *TEACHING, COUNSELOR ROLE, EDUCA-

TIONAL THEORIES, GUIDANCE PROGRAMS, POSITION PAPERS, ROCHESTER.

THIS POSITION PAPER EXAMINES THE NATURE AND PROBLEMS OF GUIDANCE IN THE ELEMENTARY SCHOOL AND ENDS WITH THE STATEMENT OF A RATIONALE. LEARNING IS VIEWED AS THE CORE OF EDUCATION. ACCORDINGLY, THE LEARNING PROCESS INVOLVES THE BEHAVIOR TO BE LEARNED, THE LEARNER HIMSELF, AND THE CONDITIONS OF LEARNING. ELEMENTARY SCHOOL GUIDANCE CAN ENHANCE THE LEARNING ENVIRONMENT SO EACH PUPIL LEARNS TO THE BEST OF HIS ABILITY. HUMAN LEARNING, EDUCATIONAL OBJECTIVES, INSTRUCTION, AND THE PSYCHOLOGY OF THE CHILD ARE DISCUSSED IN THEORETICAL TERMS, AND THE IMPLICATIONS FOR THE ELEMENTARY GUIDANCE SPECIALIST ARE EXAMINED. THE SCHOOL'S MAJOR CONCERN IS WITH NORMAL VARIANTS OF LEARNING AND THEIR BEHAVIORAL MANIFESTATIONS. THEREFORE, THE GUIDANCE SPECIALIST FUNCTIONS IN A PREVENTATIVE, RATHER THAN A REMEDIAL, MANNER. THE THREE MAJOR FUNCTIONS OF ELEMENTARY SCHOOL GUIDANCE ARE CONSULTATION, COORDINATION, AND COUNSELING. (SK)

ED 012 483 CG 000 535
VARENHORST, BARBARA B.
HOW STUDENTS USE VALUES IN DECISION-MAKING.
PUB DATE 66
EDRS PRICE MF-40.25 HC-40.64 16P.

DESCRIPTORS *COUNSELING, *DECISION MAKING, *GROUP EXPERIENCE, *HIGH SCHOOL STUDENTS, *VALUES, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, COUNSELING GOALS, DECISION MAKING SKILLS, DISTRICT OF COLUMBIA, GAMES, GROUP COUNSELING, LIFE CAREER GAME, PALO ALTO, PERSONAL VALUES, RESEARCH OPPORTUNITIES, SOCIAL VALUES, SPEECHES.

HIGH SCHOOL STUDENTS ARE EXAMINING AND INTERNALIZING VALUES. THEIR FEAR OF COMMITMENT TO ANYTHING DEVIATING FROM ACCEPTED VALUES MAY HINDER THEIR CLARIFICATION OF PERSONAL GOALS AND VALUES. THE DECISION-MAKING PROCESS SHOULD BE AN IMPORTANT PART OF THE GUIDANCE PROGRAM. STANDARD QUESTIONNAIRES DO NOT PROVIDE INFORMATION ABOUT SPECIFIC FACTORS WHICH AFFECT PERSONAL DECISIONS SUCH INFORMATION IS MORE EFFECTIVELY OBTAINED THROUGH EVALUATION OF SPONTANEOUS SAMPLES OF STUDENTS IN A DECISION-MAKING SITUATION. RELATED QUESTIONS INCLUDE-(1) WHETHER ONLY THE MATURE, INDEPENDENT STUDENT CAN EFFECTIVELY EXAMINE SUBJECTIVE DESIRES, (2) WHETHER COUNSELORS SHOULD USE STUDENTS' AFFECTIVE REACTIONS TO ALTERNATIVES AS A BASIS FOR WORKING WITH THEM, (3) WHETHER THE HIGH SCHOOL STUDENT IS ABLE TO DISTINGUISH PERSONAL VALUES FROM PEER, COMMUNITY, OR SCHOOL VALUES, AND, IF NOT, SHOULD THE COUNSELOR WORK WITH THE STUDENT TOWARD CLARIFYING AND DISTINGUISHING THE TWO, AND (4) WHETHER THE LIMITED LIFE EXPERIENCE OF THE HIGH SCHOOL STUDENT ALSO LIMITS RATIONAL UTILIZATION OF VALUES IN DECISION MAKING. EXPERIENCES WITH GROUP COUNSELING, GROUP EXPERIENCES WITH A SIMULATION LIFE CAREER GAME, GROUP GUI-

DANCE SESSIONS ON DECISION MAKING, AND INDIVIDUAL COUNSELING WHICH HELPED STUDENTS DEVELOP VALUES AND MAKE DECISIONS ARE DESCRIBED. SUGGESTIONS FOR FURTHER RESEARCH ARE GIVEN. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., APRIL 6, 1966). (PS)

ED 012 484

CG 000 537

GUM, MOY F.

A POSITION PAPER ON THE TRAINING OF THE ELEMENTARY GUIDANCE WORKER. MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.52 38P.

DESCRIPTORS *COUNSELING INSTRUCTIONAL PROGRAMS, *COUNSELOR FUNCTIONS, *COUNSELOR ROLE, *DEVELOPMENTAL GUIDANCE, *ELEMENTARY SCHOOL COUNSELING, *ELEMENTARY SCHOOL COUNSELORS, BIBLIOGRAPHIES, COUNSELOR TRAINING, CURRICULUM DEVELOPMENT, MINNESOTA, POSITION PAPERS, ST. PAUL.

GENERAL GUIDELINES FOR THE TRAINING AND THE CERTIFICATION OF ELEMENTARY GUIDANCE WORKERS ARE DEVELOPED AFTER A DISCUSSION OF THE PHILOSOPHY AND GOALS OF ELEMENTARY COUNSELING. THE DEVELOPMENTAL APPROACH, WHICH REQUIRES EMPHASIS ON THE AFFECTIVE, COGNITIVE, SOCIAL, AND PHYSIOLOGICAL DOMAINS, IS STRESSED. THE INTERRELATIONSHIP OF THESE DOMAINS, THE SCOPE OF EACH, THEIR PROBLEMS, THEIR IMPACT UPON THE DEGREE OF LEARNING THAT TAKES PLACE IN THE ELEMENTARY SCHOOL SETTING, AND A SURVEY OF THE LITERATURE ABOUT THEM ARE PRESENTED. THE PROFESSIONAL RESPONSIBILITIES AND PROFESSIONAL COMPETENCIES OF THE ELEMENTARY COUNSELOR ARE DISCUSSED BEFORE A GENERAL PROGRAM AND CURRICULUM ARE OUTLINED. (PS)

ED 012 485

CG 000 541

BELL, PERRY B.

FEDERAL OFFENDERS REHABILITATION PROGRAM, A COLLABORATIVE RESEARCH TO STUDY THE EFFECTIVENESS OF USING VOCATIONAL REHABILITATION PERSONNEL AND PROCEDURES AS AN ADDITIONAL RESOURCE IN THE CORRECTIONAL PROCESS.

WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.28 32P.

DESCRIPTORS *CORRECTIONAL EDUCATION, *CRIMINALS, *REHABILITATION COUNSELING, *REHABILITATION PROGRAMS, *VOCATIONAL REHABILITATION, CORRECTIVE INSTITUTIONS, FEDERAL OFFENDERS REHABILITATION PROGRAM, GENERAL ATTITUDE TEST BATTERY, OLYMPIA, PAROLE OFFICERS, PROBATION OFFICERS, RESEARCH PROJECTS, STATE PUBLIC OFFENDER PROGRAMS, TO ASSESS THE EFFECTIVENESS OF VOCATIONAL REHABILITATION PERSONNEL AND PROCEDURES IN THE CORRECTIONAL PROCESS, EIGHT INDIVIDUAL PROJECTS, COMPOSING THE FEDERAL OFFENDERS REHABILITATION PROGRAM, WERE INSTITUTED. THE PROGRAM IS FUNDED PARTIALLY BY GRANTS FROM THE SEVEN STATES INVOLVED AND PAR-

TIALLY BY THE U.S. VOCATIONAL REHABILITATION ADMINISTRATION. AT THE CLOSE OF THE FIRST GRANT PERIOD, EACH PROJECT CONTRIBUTED PROGRESS REPORTS COMPRISED OF HISTORICAL INFORMATION, MAJOR PROBLEMS, EVALUATION, AND IMPLICATIONS FOR STATE PUBLIC OFFENDER PROGRAMS. SEVERAL OF THE PROJECTS, WHICH ARE LOCATED IN ATLANTA, CHICAGO, DENVER, PITTSBURGH, SAN ANTONIO, SEATTLE, SPRINGFIELD (ILLINOIS), AND TAMPA, MENTION COMMON PROBLEMS SUCH AS A NEED FOR READILY ACCESSIBLE FUNDS FOR CLIENTS WITH EMERGENCIES. SEATTLE AND DENVER SOLVED THIS BY UTILIZING A THIRD PARTY WHICH THEY SUBSEQUENTLY REIMBURSED WITH PROJECT FUNDS. SOME PROJECTS, NOTABLY ATLANTA, EXPERIENCED RELUCTANCE ON THE PART OF STATE OFFICIALS TO VIEW THEM AS PRIMARILY ENGAGED IN RESEARCH AND, THUS, TO APPROVE UNUSUAL INNOVATIONS. HOWEVER, IN TAMPA, WHERE CASE FUNDS ARE WHOLLY SUPPORTED BY THE FEDERAL GOVERNMENT, INNOVATIONS HAVE BEEN INSTITUTED, INCLUDING THE PROVISION OF \$75.00 PER WEEK FOR LIVING MAINTENANCE WHICH PERMITS CLIENTS TO GO TO FULL-TIME CLASSES OFFERED BY THE PROJECT. EVALUATIONS WERE OPTIMISTIC, ALTHOUGH PRELIMINARY RESULTS WERE DISAPPOINTING. THIS DOCUMENT WAS PREPARED FOR USE AT THE FEDERAL OFFENDERS REHABILITATION CONFERENCE (DENVER, MAY 14-17, 1967). (PR)

ED 012 486

CG 000 551

STOLLER, DAVID S.

A STUDY OF LONGITUDINAL PATTERNS OF FAILURE AMONG HIGH SCHOOL DROP-OUTS AND POORLY PERFORMING GRADUATES.

REPORT NUMBER TN-26

PUB DATE 16 FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.44 36P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *DROPOUT IDENTIFICATION, *HIGH SCHOOL GRADUATES, *HIGH SCHOOL STUDENTS, *PREDICTION, DISTRICT OF COLUMBIA, ENGLISH, FAILURE FACTORS, LONGITUDINAL STUDIES, LOW ACHIEVERS, NEW ENGLAND, RESEARCH, CONTRACT OEC-1-6-001681-1681

THE RELATIONSHIP BETWEEN PATTERNS OF POOR PERFORMANCE AND SIGNIFICANT DISTINGUISHING FACTORS WHICH MIGHT IDENTIFY DROPOUTS IS EXPLORED. DATA WERE OBTAINED ON 270 STUDENTS (FROM A PARENT POPULATION OF 2,500) WHO WERE POOR PERFORMERS (POOR PERFORMANCE BEING DEFINED AS THREE "D'S" OR "F'S" IN HIGH SCHOOL). THE VAST MAJORITY OF THESE POOR PERFORMERS COULD BE IDENTIFIED EARLY IN THEIR ACADEMIC CAREERS. THE AREAS OF CRITICAL PERFORMANCE WERE PRIMARILY IN THE ENGLISH COURSES AND IN MATHEMATICS. AFTER ONSET OF FAILURES DURING THE FIRST 2 YEARS, THERE IS A FAIRLY CONSISTENT DISTRIBUTION OF FAILURES THROUGHOUT THE ACADEMIC CAREERS OF THESE STUDENTS. THROUGH THE YEARS, ENGLISH WAS MOST FREQUENTLY FAILED, WHILE MATH AND SOCIAL STUDIES WERE THE NEXT MOST DIFFICULT AREAS. THE FURTHER ALONG THE POOR PERFORMER'S ACADEMIC CAREER, THE WORSE THE GRADES BECAME. BOYS TENDED TO DROP OUT THROUGH GRADES 10-12, IN CONTRAST TO GIRLS WHO MOST FREQUENTLY LEFT IN THE 12TH GRADE.

EARLY PERFORMANCE WAS FOUND TO BE A GOOD INDICATOR OF LATER ACADEMIC DIFFICULTY BUT NOT AS GOOD AN INDICATOR OF A STUDENT'S DROPOUT POTENTIAL. (SK)

ED 012 487

CG 000 552

FITZSIMMONS, STEPHEN J.

AN EXAMINATION OF DATA ON IOWA SCHOOL CHILDREN TO DETERMINE PATTERNS OF PERFORMANCE AND "DOWNSTREAM EFFECTS" OF EARLY DEPRESSED SCORES.

REPORT NUMBER TN-8

PUB DATE 17 NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.44 11P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *DISADVANTAGED YOUTH, *PREDICTION, *RESEARCH, *URBAN AREAS, DISTRICT OF COLUMBIA, FAILURE FACTORS, IOWA, IOWA TEST OF BASIC SKILLS, IOWA TEST OF EDUCATIONAL DEVELOPMENT, LONGITUDINAL STUDIES, PERFORMANCE PATTERNS, TEST RESULTS, CONTRACT OEC-1-6-001618-1618

VARIOUS PERFORMANCE PATTERNS WERE STUDIED TO DETERMINE IF EARLY LIMITED FAILURE LEADS TO GENERALIZED FAILURE IN A NUMBER OF AREAS. THE SUBJECTS, 258 DISADVANTAGED URBAN CHILDREN FROM FOUR SCHOOL DISTRICTS IN IOWA, HAD ONE OR MORE SCORES ON THE IOWA TEST OF BASIC SKILLS (ITBS) AT OR BELOW THE 33D PERCENTILE ON NATIONAL NORMS. THEIR PERFORMANCES ON THE ITBS AND THE IOWA TEST OF EDUCATIONAL DEVELOPMENT WERE FOLLOWED FOR 12 YEARS. SUBJECTS WHO DID POORLY INITIALLY ON A NUMBER OF SUBTESTS TENDED TO CONTINUE TO DO POORLY. SUBJECTS WHO DID POORLY INITIALLY IN ONE OR TWO AREAS OF THE ITBS AND WELL IN OTHER AREAS TENDED TO MOVE TOWARD THE MEAN. THE PERFORMANCE WAS RATHER MIXED. SOME DIFFICULTY WAS ENCOUNTERED IN OBTAINING LONGITUDINAL DATA BECAUSE OF POOR ATTENDANCE, TRANSFERS, AND DROPOUT PROBLEMS. THE AUTHOR CONCLUDED THAT A SIGNIFICANT NUMBER OF THOSE WHO INITIALLY PERFORM MARGINALLY ON ITBS LANGUAGE SUBTESTS WILL SHOW "DOWNSTREAM EFFECTS." FURTHER RESEARCH WAS NEEDED. (SK)

ED 012 488

CG 000 556

BLOCHER, DONALD H.

A STUDY OF TWO TYPES OF INTERNSHIPS FOR COUNSELOR TRAINING. FINAL REPORT.

MINNESOTA UNIV., MINNEAPOLIS

EDRS PRICE MF-\$0.25 HC-\$2.16 54P.

DESCRIPTORS *BEHAVIOR PATTERNS, *COUNSELOR TRAINING, *INTERNSHIP PROGRAMS, *TIME FACTORS (LEARNING), ANALYSIS OF VARIANCE, INTERVIEW RATING SCALES, MINNEAPOLIS, PREDICTIVE VALIDITY, PROGRAM EVALUATION, RATING SCALES, RESEARCH PROJECTS, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, TABLES (DATA), CONTRACT OEC-5-10-424

TWO TYPES OF COUNSELING PROGRAMS WERE COMPARED BY RANDOM ASSIGNMENT OF 30 COUNSELORS TO TWO PRACTICUM TREATMENTS. FIFTEEN COUNSELORS RECEIVED 60 HOURS OF COUNSELING EXPERIENCE CONCENTRATED INTO THE LAST 3 MONTHS OF A YEAR-LONG TRAINING PROGRAM. ANOTHER 15 RE-

CEIVED 60 HOURS DISTRIBUTED IN THE LAST 6 MONTHS. SUPERVISING STAFF AND METHODS OF INSTRUCTION WERE IDENTICAL FOR BOTH. TRAINING OUTCOMES OF THE TWO TREATMENTS WERE MEASURED USING A SET OF RATING SCALES DEVELOPED TO MEASURE FIVE THEORETICALLY RELEVANT CONSTRUCTS OF THE COUNSELING PROCESS, AS WELL AS OVERALL PERFORMANCE IN THE INTERVIEW. THESE SCALES WERE FOUND TO BE USABLE WITH INTERJUDGE RELIABILITIES OF .90. PREDICTIVE VALIDITIES FOR PREDICTING PRACTICUM GRADE FROM PREPRACTICUM INTERVIEWS WERE ABOUT .60. THESE RATING SCALES WERE USED TO EVALUATE 16MM SOUND MOTION PICTURE FILMS OF COUNSELING INTERVIEWS DONE ON COMPLETION OF PRACTICUM TREATMENTS BY BOTH GROUPS. ONE-WAY ANALYSIS OF VARIANCE TESTS ON ALL FIVE CONSTRUCTS AND OVERALL INTERVIEW PERFORMANCE SCORES WERE RUN FOR ALL 30 COUNSELORS. NO TREATMENT DIFFERENCES WERE FOUND BETWEEN GROUPS ON ANY OF THE VARIABLES. ANALYSIS WAS ALSO MADE OF THE NON-VERBAL INTERVIEW BEHAVIOR OF COUNSELORS USING 17 BEHAVIOR CATEGORIES. TEN CATEGORIES DISCRIMINATED SIGNIFICANTLY BETWEEN HIGH- AND LOW-RATED COUNSELORS. (FS)

ED 012 489 CG 000 559

WHITESIDE, RAY
A STUDY OF METHODS OF CONTROLLING IMPULSES.

ABILENE CHRISTIAN COLL., TEX.

REPORT NUMBER BR-5-8115

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$2.32 58P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *BEHAVIOR PATTERNS, *SELF CONTROL, ABILENE, CALIFORNIA TEST OF MENTAL MATURITY, CORRELATIONS, HUMAN TALENT RESEARCH PROGRAM, LISTENING SKILLS, REFERENCE MATERIALS, REGRESSION ANALYSIS, SEQUENTIAL TEST OF EDUCATIONAL PROGRESS, SPONTANEOUS BEHAVIOR, STATISTICAL ANALYSIS, TABLES (DATA), UNIVERSITY OF TEXAS, CONTRACT OEC-5-10-418

THE PERSON LESS ABLE TO CONTROL HIS IMPULSES IS ALSO APT TO EXHIBIT SOCIALLY DISVALUED BEHAVIOR. VOCATIONAL AND ACADEMIC FAILURE IS A PARTIAL CONSEQUENCE OF IMPULSIVENESS AND LACK OF SELF-CONTROL. TO INVESTIGATE IMPULSE CONTROL, TWO INSTRUMENTS BELIEVED TO MEASURE ATTRIBUTES OF OPPOSITE POLES OF THIS CONCEPT (SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) LISTENING AND A PEER NOMINATION ITEM FOR IMPULSE CONTROL) WERE CORRELATED WITH SEVERAL OTHER PERSONALITY, COGNITIVE, AND SOCIOMETRIC MEASURES. FROM THE DATA POOL OF THE UNIVERSITY OF TEXAS "HUMAN TALENT RESEARCH PROGRAM," MEASURES OF APPROXIMATELY 1,000 SEVENTH-GRADE STUDENTS WERE USED. AN APPLIED, MULTIPLE LINEAR REGRESSION PROCEDURE TESTED THE INTERACTION BETWEEN IMPULSE CONTROL AND COGNITIVE, PERSONALITY, AND SOCIOMETRIC VARIABLES AS A PARTIAL EXPLANATION OF ACADEMIC ACHIEVEMENT. REGRESSION EQUATIONS WERE ALSO COMPUTED TO TEST THE CONTRIBUTION OF THE IMPULSIVITY MEASURES TO CERTAIN ACADEMIC CRITERIA IN THE PRESENCE OF

OTHER INDEPENDENT VARIABLES. STEP LISTENING PARTIALLY MEASURED IMPULSE CONTROL, WHILE THE PEER NOMINATION ITEM MEASURED POSITIVE ATTITUDES TOWARDS OTHERS. INTERACTION BETWEEN THE SUPPOSED IMPULSE CONTROL MEASURES AND OTHER PERSONAL CHARACTERISTICS WAS NOT CONSISTENT. IMPULSE CONTROL SHOULD BE STUDIED USING INDIVIDUAL CASE STUDIES RATHER THAN GROUPS. (FS)

ED 012 490 CG 000 564

BAILEY, BENJAMIN H.

CHARACTERISTICS OF HIGH SCHOOL SENIORS AS RELATED TO SUBSEQUENT COLLEGE ATTENDANCE.

WEST VIRGINIA UNIV., MORGANTOWN

REPORT NUMBER CRP-2152

PUB DATE JUN 66

EDRS PRICE MF-\$0.50 HC-\$5.00 125P.

DESCRIPTORS *COLLEGE ATTENDANCE, *HIGH SCHOOL STUDENTS, *INDIVIDUAL CHARACTERISTICS, *PREDICTION, ACADEMIC SELF CONCEPT SCALE, ACHIEVEMENT, COLLEGE IMAGE INDEX, GRADE POINT AVERAGE, GRADE 12, MCCLELLAND NEED ACHIEVEMENT TEST, MORGANTOWN, MOTIVATION, PARENTAL BACKGROUND, SCHOOL AND COLLEGE ABILITY TEST, SELF CONCEPT, STUDENT CHARACTERISTICS, WEST VIRGINIA.

THIS STUDY EXAMINED "TALENT LOSS" FROM INADEQUATE EDUCATION IN THE STATE OF WEST VIRGINIA. THE CHARACTERISTICS OF 1,698 HIGH SCHOOL SENIORS FROM 10 SCHOOLS CONSTITUTING A SAMPLE OF THE STATE WERE STUDIED IN RELATION TO SUBSEQUENT COLLEGE ATTENDANCE. STUDENTS RESPONDED TO A PERSONAL DATA FORM, THE COLLEGE IMAGE INDEX, THE SCHOOL AND COLLEGE ABILITY TEST, THE ACADEMIC SELF-CONCEPT SCALE, AND THE MCCLELLAND NEED ACHIEVEMENT TEST. IN THE FALL OF 1964, THOSE STUDENTS WHO WENT TO COLLEGE WERE IDENTIFIED. ANOTHER SURVEY FOLLOWED IN THE FALL OF 1965. THE RESULTS SHOWED THAT PERSONALITY VARIABLES ANALYZED IN THE STUDY WERE SIGNIFICANT IN DIFFERENTIATING BETWEEN COLLEGE AND NONCOLLEGE SUBJECTS. ECONOMIC FACTORS SEEMED INDIRECTLY RELATED TO COLLEGE ATTENDANCE BECAUSE THEY DETERMINE THE ENVIRONMENTAL CONDITIONS WHICH GIVE RISE TO SIGNIFICANT PERSONALITY VARIABLES. NO ONE VARIABLE WAS FOUND SIGNIFICANT FOR ALL SOCIOECONOMIC LEVELS. (SK)

ED 012 491 CG 000 605

BAIRD, LEONARD L.

THE EDUCATIONAL GOALS OF COLLEGE-BOUND YOUTH.

AMERICAN COLLEGE TESTING PROGRAM,

IOWA CITY, IOWA

REPORT NUMBER ACT-RR-19

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$1.36 34P.

DESCRIPTORS *COLLEGE BOUND STUDENTS, *EDUCATIONAL ATTITUDES, *FAMILY INCOME, *LOW INCOME, *STUDENT COLLEGE RELATIONSHIP, AMERICAN COLLEGE TESTS, COLLEGE ENTRANCE EXAMINATIONS, EDUCATIONAL PLANNING, FINANCIAL NEEDS, IOWA CITY, OCCUPATIONAL CHOICE, OVERACHEIVERS, SOCIOECONOMIC STATUS.

STUDENTS WHO APPROACHED COLLEGE WITH DIFFERENT EDUCATIONAL GOALS WERE COMPARED ON THEIR AV-

ERAGE ABILITY, GRADES, NONACADEMIC ACHIEVEMENTS, REASONS FOR COLLEGE CHOICE, BACKGROUND, EXPECTATIONS CONCERNING COLLEGE, DEGREE PLANS, AND CHOICE OF MAJOR, VOCATION, AND VOCATION ROLE BY THE AMERICAN COLLEGE TESTING PROGRAM (ACT). THE SUBJECTS WERE A 3-PERCENT REPRESENTATIVE SAMPLE OF A POPULATION OF APPROXIMATELY 612,000 STUDENTS TESTED NATIONALLY BY ACT. STUDENTS WHOSE AVOWED GOAL WAS "TO LEARN TO ENJOY LIFE" FREQUENTLY CAME FROM RURAL BACKGROUNDS. STUDENTS WHOSE GOAL WAS THE DEVELOPMENT OF THEIR MINDS HAD HIGH GRADES IN HIGH SCHOOL, HIGH ACT TEST SCORES, AND MORE ACHIEVEMENTS IN LEADERSHIP. STUDENTS WHOSE GOAL WAS VOCATIONAL OR PROFESSIONAL TRAINING (51 PERCENT) CAME FROM FAMILIES WITH SLIGHTLY LOWER FAMILY INCOMES THAN MOST OTHER GROUPS. STUDENTS WHOSE GOAL WAS MARRIAGE OFTEN CAME FROM FAMILIES WITH LOW INCOMES. STUDENTS WHO CHOSE TO DEVELOP THEIR PERSONALITY WERE SOMEWHAT YOUNGER THAN THEIR CLASSMATES. STUDENTS CHOOSING TO DEVELOP A PHILOSOPHY CAME PREDOMINANTLY FROM URBAN BACKGROUNDS. THEY TENDED TO BE SOMEWHAT OLDER. EDUCATIONAL GOALS ARE CLEARLY RELATED TO THE REASONS STUDENTS GIVE FOR CHOOSING A COLLEGE AND TO THE COLLEGE ACTIVITIES IN WHICH STUDENTS PLAN TO PARTICIPATE. MANY STUDENTS COULD BE HELPED BY DISCUSSING THEIR HOPES AND PURPOSES FOR COLLEGE. (PR)

ED 012 492 CG 000 627

HAVENS, ROBERT I.

AN EXPLORATORY SEARCH FOR CHARACTERISTIC PATTERNS OF HIGH PERFORMANCE RATED AND LOW PERFORMANCE RATED COUNSELOR-CANDIDATES IN A COUNSELING PRACTICUM.

MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER IRCOPPS-DR-THESIS-1

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$7.64 191P.

DESCRIPTORS *BEHAVIOR CHANGE, *COUNSELOR PERFORMANCE, *COUNSELOR TRAINING, *PRACTICUMS, *RESEARCH PROJECTS, ANN ARBOR, COUNSELING EFFECTIVENESS, COUNSELOR SITUATIONAL ANALYSIS INVENTORY, COUNSELORS, DOCTORAL DISSERTATIONS, IRCOPPS, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, PRESERVICE EDUCATION, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, STUDENT EVALUATION.

RESPONSE CHANGES BETWEEN HIGH-PERFORMANCE-RATED AND LOW-PERFORMANCE-RATED COUNSELOR CANDIDATES AS A RESULT OF AN INTRODUCTORY EXPERIENCE IN A SUPERVISED PRACTICUM AT THE UNIVERSITY OF MICHIGAN WERE STUDIED TO DETERMINE IF PERSONAL CHARACTERISTICS DIFFERENTIATED THE TWO GROUPS. THE THEORETICAL FRAMEWORK, VARIABLE DEFINITIONS, AND A REVIEW OF EXISTING LITERATURE ARE PROVIDED. AT THE BEGINNING OF THE SEMESTER, 162 COUNSELOR CANDIDATES WERE ADMINISTERED THE COUNSELOR QUESTIONNAIRE, THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, AND THE COUNSELOR SITUATIONAL ANALYSIS INVENTORY (CSAI). AT THE END OF THE

SEMESTER, THE SAME GROUP TOOK THE CSAI AND THE NATIONAL DEFENSE EDUCATION ACT COMPREHENSIVE EXAMINATION. IN ADDITION, THE PRACTICUM SUPERVISORS SUBMITTED RATINGS OF EACH COUNSELOR CANDIDATE DURING, AND AT THE END OF, EACH SEMESTER. AN EXPLORATORY SEARCH AND A REGRESSION ANALYSIS OF THE DATA WERE MADE. PATTERNS WHICH INDICATED CHANGE TENDED TO BE CHARACTERISTIC OF INDIVIDUALS WITHIN THE GROUPS AND NOT COMMON TO GROUPS AS A WHOLE. THE SIGNIFICANT VARIABLES INDICATED THAT HIGH-RATED INDIVIDUALS WERE MORE CONCERNED WITH CLIENT INTERNAL NEEDS, READY TO MEET ISSUES HEAD ON, MORE CONCERNED WITH THEIR ROLE, AND MORE CONCERNED WITH CONFIDENTIALITY OF INFORMATION. LOW-RATED INDIVIDUALS WERE LESS CONCERNED ABOUT CONFIDENTIALITY, LESS READY TO MEET ISSUES HEAD ON, AND MORE CONCERNED ABOUT EXTERNAL PROBLEMS OF THE CLIENT. THIS DOCTORAL DISSERTATION WAS SUBMITTED TO THE UNIVERSITY OF MICHIGAN, 1966. (PS)

ED 012 493 CG 000 632

CUTLER, RICHARD AND OTHERS
TRAINING AND CERTIFICATION OF MIDWESTERN PUPIL PERSONNEL WORKERS. MICHIGAN UNIV., ANN ARBOR REPORT NUMBER IRCOPPS-RR-2
PUB DATE 67

EDRS PRICE MF-00.50 HC-44.88 122P.

DESCRIPTORS *CERTIFICATION, *PROFESSIONAL TRAINING, *RESEARCH, *ROLE CONFLICT, *STUDENT PERSONNEL SERVICES, ANN ARBOR, COUNSELORS, HEALTH SERVICES, INTERPROFESSIONAL RELATIONSHIP, IRCOPPS, PROGRAM EVALUATION, REFERENCE MATERIALS, SCHOOL NURSES, SCHOOL PSYCHOLOGISTS, SOCIAL WORKERS, SPEECH THERAPISTS,

AN ANALYSIS OF CATALOGS AND OTHER PUBLISHED MATERIAL OF MAJOR MIDWEST INSTITUTIONS AND MATERIALS PROVIDED BY STATE DEPARTMENT AGENCY CONTACTS REVEALS THE FOLLOWING ABOUT THE TRAINING AND CERTIFICATION PATTERNS OF THE SCHOOL PSYCHOLOGIST, GUIDANCE COUNSELOR, SCHOOL SOCIAL WORKER, SPEECH CORRECTIONIST-AUDIOLOGIST, PUBLIC HEALTH WORKER, SCHOOL NURSE, AND SCHOOL PEDIATRICIAN-(1) INTERPROFESSIONAL RELATIONSHIPS ARE NOT STRESSED, (2) EXPANSION OF PUPIL PERSONNEL SCHOOL SERVICES INCLUDES WORK WITH COMMUNITY AGENCIES AND PROVISION OF INSERVICE TRAINING PROGRAMS, (3) STANDARDS IN MOST PUPIL PERSONNEL PROFESSIONS ARE BEING RAISED BY UPGRADING PROFESSIONAL PREPARATION, (4) DIMENSIONS OF THE PUPIL PERSONNEL SHORTAGE MUST BE VIEWED IN TERMS OF THE QUALIFICATIONS SPECIFIED BY THE VARIOUS PROFESSIONAL POLICIES, (5) TRAINING IN EDUCATION IS BEING MINIMIZED, (6) THE STATUS OF SPECIFIC TRAINING IN THE SCHOOL IS REFLECTED IN STATE CERTIFICATION REQUIREMENTS, (7) GRADUATION AND CERTIFICATION REQUIREMENTS VARY, (8) LEVELS OF TRAINING REQUIRED VARY FOR EACH PUPIL PERSONNEL PROFESSION, AND (9) INTERNSHIPS ARE A FAIRLY UNIVERSAL REQUIREMENT. (PS)

ED 012 494

SMITH, GENE M.

USEFULNESS OF PEER RATINGS OF PERSONALITY IN EDUCATIONAL RESEARCH. EDRS PRICE MF-00.25 HC-40.88 22P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *EDUCATIONAL RESEARCH, *PEER RELATIONSHIP, *PERSONALITY STUDIES, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, NURSES, PEER RATING TECHNIQUES, PERSONALITY TESTS, PREDICTIVE MEASUREMENT,

ALTHOUGH PEER RATINGS WERE NOT REGARDED AS VALID INDICATORS IN TEST STUDIES, THIS PROJECT DEMONSTRATES THAT PEER RATINGS OF PERSONALITY CAN BE HELPFUL IN CLARIFYING THE RELATIONSHIP BETWEEN PERSONALITY AND ACADEMIC SUCCESS. TEST CONDITIONS WERE DESIGNED TO AVOID METHODOLOGICAL PROBLEMS. PERSONALITY VARIABLES WERE CAREFULLY ANALYZED, AND A FORCED-CHOICE PROCEDURE WAS ADOPTED. TEST SUBJECTS WERE CAPABLE OF EFFECTIVELY RATING ONE ANOTHER BECAUSE THEY INTERACTED FREQUENTLY. PEER RATINGS WERE COLLECTED BEFORE THE FIRST MIDTERM EXAMINATIONS IN ORDER TO PREVENT AN ACADEMIC PERFORMANCE BIAS. THE RESULTS OF RELIABILITY AND FACTOR ANALYTIC STUDIES PERFORMED ON PEER-RATING DATA DEMONSTRATED A POSITIVE RELATIONSHIP BETWEEN PERSONALITY AND ACADEMIC SUCCESS. THE STUDY SHOWS THAT PERSEVERANCE, CONSCIENTIOUSNESS, INQUISITIVENESS, RESPONSIBILITY, SELF-RELIANCE, AND ORDERLINESS ARE RELATED TO ACADEMIC SUCCESS IN THE POPULATION STUDIED. ALL THESE TRAITS ARE NONINTELLECTIVE CORRELATES OF ACADEMIC SUCCESS BELONGING TO THE SAME FACTOR, "STRENGTH OF CHARACTER." THIS FACTOR WAS FOUND TO HAVE THE HIGHEST PREDICTIVE VALIDITY OF ALL PEER VARIABLES. (AF)

ED 012 495

WORK, HENRY H. AND OTHERS

THE PSYCHIATRIST AS A CONSULTANT TO THE SCHOOL.

AMERICAN PSYCHIATRIC ASSN., WASHINGTON, D.C.

PUB DATE MAR 64

EDRS PRICE MF-00.25 HC-40.36 9P.

DESCRIPTORS *CONSULTANTS, *PSYCHIATRISTS, *SCHOOL ATTITUDES, *SCHOOL ROLE, DISTRICT OF COLUMBIA, HEALTH PROGRAMS, SPECIAL EDUCATION, SPEECHES, STUDENT PERSONNEL SERVICES,

ALTHOUGH A MAJOR ROLE IN THE SCHOOL SETTING EXISTS FOR THE PSYCHIATRIST, HE HAS NOT FULLY EXPLOITED THAT ROLE. THE PSYCHIATRIST COULD CONTRIBUTE HIS SKILLS IN SEVERAL SETTINGS. IN THE SCHOOL HEALTH PROGRAM, HIS CLINICAL KNOWLEDGE COULD AID IN THE ASSESSMENT OF TENSION AND STRESS PROBLEMS. IN THE PUPIL PERSONNEL DEPARTMENT, THE PSYCHIATRIST COULD OFFER PROBLEM-CENTERED CONSULTATION. IN THE SPECIAL EDUCATION PROGRAM, HE COULD OFFER DIRECT PSYCHIATRIC CONSULTATION. IN CHILD STUDY, HE COULD FUNCTION AS A MEMBER OF AN INTERDISCIPLINARY TEAM TO CONDUCT PSYCHOLOGICAL STUDIES IN DEPTH. HE COULD AID IN THE DEVELOPMENT OF RESEARCH PROGRAMS, PROVIDE CLINICAL SERVICES,

CG 000 659

AND SERVE AS A CONSULTANT TO THE TEACHER. TWO IMPORTANT CONSIDERATIONS SHAPING THE ROLE OF THE PSYCHIATRIC CONSULTANT ARE HIS ROLE AS IMAGINED BY HIMSELF AND HIS ROLE AS SEEN BY THE SCHOOL PERSONNEL. THE PSYCHIATRIST TENDS TO VISUALIZE HIS ROLE IN TERMS OF A NUMBER OF SERVICES, WHILE THE SCHOOL SYSTEM TENDS TO SEE HIM AS AN OUTSIDER, ONE WHO IS NOT A PART OF THE TOTAL SCHOOL SITUATION. THE PSYCHIATRIST CAN MODIFY THIS BY THE PROCESS OF "ROLE EVOLUTION." THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN PSYCHIATRIC ASSOCIATION, PUBLICATIONS OFFICE, 1700 18TH STREET, N.W., WASHINGTON, D.C. 20009, FOR \$0.50. (PS)

ED 012 496

REICHMAN, WALTER

VARIABLES ASSOCIATED WITH VOCATIONAL MATURITY.

AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE 06 APR 66

EDRS PRICE MF-00.25 HC-00.52 13P.

DESCRIPTORS *FACTOR ANALYSIS, *GRADE 12, *GRADE 9, *RESEARCH PROJECTS, *VOCATIONAL DEVELOPMENT, ACADEMIC ACHIEVEMENT, ASPIRATION, DISTRICT OF COLUMBIA, MATURITY TESTS, SOCIOECONOMIC INFLUENCES, SPEECHES, STATISTICAL STUDIES, STATUS, TABLES (DATA), TEST VALIDITY,

EVIDENCE ABOUT THE CONSTRUCT VALIDITY OF PRESUMED VOCATIONAL MATURITY FACTOR SCORES WAS OBTAINED BY STUDYING THE RELATIONSHIP BETWEEN FACTORS OF VOCATIONAL MATURITY AND A GROUP OF CONCURRENT VARIABLES DEEMED RELEVANT TO VOCATIONAL MATURITY. THESE VARIABLES WERE CLASSIFIED INTO FIVE GROUPS-FAMILY SOCIOECONOMIC STATUS, ABILITY AND ACHIEVEMENT, VOCATIONAL ASPIRATION, PARTICIPATION, AND DESCRIPTION. SCORES ON EACH VARIABLE WERE OBTAINED FOR THE SAME 103 BOYS IN BOTH THE NINTH AND 12TH GRADES. SCORES WERE CORRELATED AT EACH OF THE GRADE LEVELS WITH SOME VARIABLES TREATED AS CONTINUOUS MEASURES AND OTHERS DICHOTOMIZED. COEFFICIENTS OF CORRELATION BETWEEN THE VARIOUS TYPES OF MEASURES WERE COMPUTED. FACTOR SCORES WERE OBTAINED FOR EACH BOY AT BOTH GRADE LEVELS, AND THE SCORES ON EACH FACTOR WERE CORRELATED WITH THE SCORES ON EACH VARIABLE. A GENERAL DISCUSSION OF THE RESULTS IS PROVIDED. "OCCUPATIONAL INFORMATION-TRAINING AND EDUCATION REQUIREMENTS" APPEARS AS AN ADEQUATE MEASURE FOR NINTH AND 12TH GRADES. "CONSIDERATION OF OCCUPATIONAL ALTERNATIVES AND CONTINGENCIES" APPEARS AS AN ADEQUATE 12TH-GRADE MEASURE. TABLES CONTAIN VARIABLE MEASURE INFORMATION AND CORRELATION DATA. THIS PAPER WAS PRESENTED TO SESSION 177 OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (WASHINGTON, D.C., APRIL 5, 1966). (PS)

ED 012 497

VINCENT, JANE

SEX AS A PERSONALITY FACTOR IN THE VOCATIONAL ADJUSTMENT OF WOMEN.

PUB DATE MAR 67

CG 000 681

EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *FEMALES, *ROLE PERCEPTION, *SEX (CHARACTERISTICS), *VOCATIONAL COUNSELING, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, BIBLIOGRAPHIES, COUNSELORS, DALLAS, PERSONALITY, PERSONALITY STUDIES, SELF CONCEPT, SPEECHES,

THE IDENTITY CRISIS EXPERIENCED BY THE AMERICAN WOMAN, HER SEX AS A PERSONALITY PATTERNING AGENT, AND HER SUCCESS OR FAILURE IN THE DEVELOPMENT OF A VOCATIONAL SELF-CONCEPT AS IT IS EXPRESSED THROUGH OCCUPATIONAL ROLES ARE EXAMINED. DURING AN 8-YEAR PERIOD, RESPONSES TO AN OPINION QUESTIONNAIRE (WITH INTERVIEW FOLLOWUPS) WERE GATHERED FROM 300 PEOPLE. THESE REVEAL THAT WOMEN PREFER TO BE SUPERVISED BY, AND WORK BETTER FOR, MEN. THEY DO NOT ACCEPT FEMALE AUTHORITY IN MANY SITUATIONS. THEY ARE MORE TOLERANT OF MISTAKES MADE BY MALE SUPERVISORS. BOTH MEN AND WOMEN FELT THAT WOMEN HAD DIFFICULTY WITH SUPERVISORY POSITIONS BECAUSE THEY HAVE NOT LEARNED HOW TO USE AUTHORITY. MORE THAN 75 PERCENT OF THE RESPONDENTS CHARACTERIZED THE AVERAGE FEMALE AS BEING EMOTIONALLY UNSTABLE, OVERLY COMPETITIVE, INSECURE, AND PREOCCUPIED ON THE JOB WITH HOME RESPONSIBILITIES. THE SUCCESSFUL WOMAN "BEHAVED MORE LIKE A MAN" WHEN SHE WAS SECURE, POLITE, CALM, CASUAL, AND LOGICAL. THE STUDY CONCLUDES THAT SOME DEFINITION OF A FUNCTIONAL MODEL WHICH WOULD ENABLE WOMEN TO OPERATE IN A MAN'S WORLD IS NEEDED. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 1967). (AO)

ED 012 498

CG 000 686

HOLLAND, JOHN L.

THE PREDICTION OF ACADEMIC AND NON-ACADEMIC ACCOMPLISHMENT.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CREATIVITY, ACADEMIC APTITUDE, ACADEMIC PERFORMANCE, ACHIEVEMENT, CONFERENCES, CREATIVE ACTIVITIES, CREATIVITY RESEARCH, IDENTIFICATION, NEW YORK CITY, PREDICTION, PRINCETON, SPEECHES,

METHODS OF (1) DISTINGUISHING AN ORIGINAL AND CREATIVE PERSON, (2) PREDICTING CREATIVE BEHAVIOR, AND (3) DEFINING CREATIVITY WERE DEVELOPED USING LISTS OF ACCOMPLISHMENTS IN THE CREATIVE ARTS AND THE SCIENCES AS A SCALED INSTRUMENT TO RATE HIGH SCHOOL STUDENTS. CREATIVITY OCCURS MORE FREQUENTLY AMONG STUDENTS WHO ARE INDEPENDENT, INTELLECTUAL, EXPRESSIVE, ASSOCIAL, AND CONSCIOUSLY ORIGINAL. A HIGH LEVEL OF ACADEMIC APTITUDE, DETERMINED BY GRADES AND TESTS, SEEMS UNRELATED TO ACCOMPLISHMENT. THE ITEMS ON THE SCALE WERE ANALYZED AND JUDGED TO INSURE VALIDITY AND RELIABILITY. WAYS TO IDENTIFY HIGH SCHOOL STUDENTS WHO WILL MAKE NOTABLE ACCOMPLISHMENTS IN COLLEGE WERE DEVELOPED BY COMPARING THE ACCOMPLISHMENTS OF GROUPS OF NATIONAL MERIT FINALISTS. SHORT ACTIV-

ITY SCALES, SIMILAR TO INTEREST SCALES, WERE DEVELOPED TO TEST POTENTIAL ACCOMPLISHMENT IN COLLEGE AND TO DETECT STUDENT LIES ABOUT ACCOMPLISHMENT. SINCE GOOD GRADES HAVE LITTLE RELATIONSHIP TO NOTABLE ACCOMPLISHMENT, THE USE OF NONINTELLECTIVE DEVICES SUCH AS THE STUDENT PROFILE SECTION OF THE AMERICAN COLLEGE TESTING PROGRAM IS RECOMMENDED TO BROADEN THE BASE FOR STUDENT ACCESS TO HIGHER EDUCATION. THIS PAPER WAS PRESENTED AT THE INVITATIONAL CONFERENCE ON TESTING PROBLEMS (NEW YORK, OCTOBER 29, 1966) AND IS AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE, ROSEDALE ROAD, PRINCETON, NEW JERSEY 08540, 8 PAGES, FOR \$1.50. (RL)

ED 012 499

CG 000 688

STONE, PHILIP J.

AN INTERACTIVE INQUIRER.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTER PROGRAMS, *COMPUTERS, COMPUTER ASSISTED INSTRUCTION, CONFERENCES, NEW YORK CITY, PRINCETON, PROGRAMING, SPEECHES, TECHNOLOGICAL ADVANCEMENT,

AUTOMATED LANGUAGE PROCESSING (CONTENT ANALYSIS) IS ENGAGED IN NEW VENTURES IN COMPUTER DIALOG AS A RESULT OF NEW TECHNIQUES IN CATEGORIZING RESPONSES. A COMPUTER "NEED-ACHIEVEMENT" SCORING SYSTEM HAS BEEN DEVELOPED. A SET OF COMPUTER PROGRAMS, LABELED "THE GENERAL INQUIRER," WILL SCORE COMPUTER INPUTS WITH RESPONSES FED FROM ITS MEMORY BANK. THESE RESPONSES, DRAWN FROM SOME 17 DIFFERENT DICTIONARIES, WILL CONTAIN APPROXIMATELY 6 MILLION WORDS ON INTERNATIONAL BUSINESS MACHINES (IBM) CARDS. WHEN A SUBJECT WRITES A STORY, THE COMPUTER WILL IMMEDIATELY GIVE A SUMMARY OF THE AMOUNT OF "NEED-ACHIEVEMENT" PRESENT AND ALSO A SENTENCE-BY-SENTENCE ANALYSIS SHOWING WHERE "NEED-ACHIEVEMENT" IS FOUND. IN ANOTHER SYSTEM, CALLED THE "ELIZA," DEVELOPED BY J. WEIZENBAUM, THE COMPUTER PLAYS THE ROLE OF A PSYCHOTHERAPIST. IT HAS BEEN TESTED EXPERIMENTALLY BY ABELSON AND MCGUIRE, AND REVEALS THAT SUBJECTS COULD NOT CONSISTENTLY IDENTIFY WHETHER RESPONSES WERE BEING MADE BY THE COMPUTER OR A PERSON. MORE COMPLEX AND CONTINUOUS COMPUTER DIALOGS WILL BECOME POSSIBLE. THIS PAPER WAS PRESENTED AT THE INVITATIONAL CONFERENCE ON TESTING PROBLEMS (NEW YORK CITY, OCTOBER 29, 1966) AND IS AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE, ROSEDALE ROAD, PRINCETON, NEW JERSEY 08540, 17 PAGES, FOR \$1.50. (RL)

ED 012 500

CG 000 689

HELM, CARLE.

THE NATURAL-LANGUAGE APPROACH TO PSYCHOMETRICS.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTER PROGRAMS, *COMPUTERS, *MEASUREMENT TECHNIQUES, *PSYCHOMETRICS, CONFERENCES, NEW YORK CITY, PRINCETON, PROGRAMING, PSYCHOMETRISTS, RESEARCH CRITERIA, RESEARCH METHODOLOGY, SCIENTIFIC CONCEPTS, SPEECHES,

A COMPUTER PROGRAMING SYSTEM HAS BEEN DEvised THAT WILL ALLOW THE RESEARCHER TO SPECIFY ANY OR ALL VARIABLES ENTERING INTO A PARTICULAR SIMULATION, ALONG WITH THE FUNCTIONS WHICH DEFINE THE RELATIONSHIPS BETWEEN VARIABLES. THE SYSTEM USES A "SPECIAL-PURPOSE PROGRAMING LANGUAGE" BASED ON THE NATURAL LANGUAGE DESCRIPTION THE SCIENTIST USES TO DESCRIBE A LARGE CLASS OF PROCEDURES. THE HIGHER ORDER ABSTRACTIONS OF THE INTUITIVE SYSTEM OF THE SCIENTIST ARE USED TO PRODUCE SIMPLE, PRECISE DESCRIPTIONS OF HIS INTUITIVE SYSTEM. THIS ACCOMPLISHMENT MAKES IT POSSIBLE TO CLASSIFY AND ORGANIZE OBSERVED DATA WHICH WILL BE SIMULATED AND TESTED. COMMON THROUGHOUT THIS TYPE OF INVESTIGATION ARE THE PREMISES THAT (1) THERE EXISTS A HIERARCHY OF THEORIES WHICH DESCRIBE OTHER THEORIES CONSTRUCTED ON A SET OF INTUITIVE NOTIONS, (2) MEASUREMENT THEORIES PROVIDE INFORMATION ABOUT THE STRUCTURE OF THEORIES, AND (3) COMMUNICATION BETWEEN PSYCHOLOGISTS AND PSYCHOMETRISTS MUST USE NATURAL LANGUAGE AS ITS BASIS. LARGE-SCALE COMPUTERS BECOME THE TOOL OF THE PSYCHOMETRIST OR MATHEMATICAL PSYCHOLOGIST. HE USES THESE TO CONSTRUCT FORMAL DESCRIPTIONS OF THE PSYCHOLOGIST'S NATURAL-LANGUAGE DESCRIPTIONS. THIS PAPER WAS PRESENTED AT THE INVITATIONAL CONFERENCE ON TESTING PROBLEMS (NEW YORK CITY, OCTOBER 29, 1966) AND IS AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE, ROSEDALE ROAD, PRINCETON, NEW JERSEY 08540, 7 PAGES, FOR \$1.50. (RL)

ED 012 501

EA 000 571

LANG, GLADYS E. BRODBECK, ARTHUR J.

A PLAN FOR ACCELERATING QUALITY INTEGRATED EDUCATION IN THE BUFFALO PUBLIC SCHOOL SYSTEM.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 19 AUG 66

EDRS PRICE MF-\$0.50 HC-\$2.80 70P.

DESCRIPTORS *EDUCATIONAL QUALITY, *EQUAL EDUCATION, *PUBLIC SCHOOL SYSTEMS, *SCHOOL INTEGRATION, *SCHOOL ORGANIZATION, ALBANY, BUFFALO, CAUCASIAN STUDENTS, COMMUNITY DEVELOPMENT, COSTS, DISADVANTAGED YOUTH, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, GUIDANCE, NEGRO STUDENTS, NEIGHBORHOOD INTEGRATION, NEW YORK CITY, RACIAL INTEGRATION, SELF CONCEPT, TEACHER INTEGRATION,

EDUCATIONAL INEQUALITY IN BUFFALO HAS LED TO THE DEVELOPMENT OF A PLAN FOR PROGRESSIVE ELIMINATION OF RACIAL IMBALANCE AND PROVISION OF INCREASED EDUCATIONAL QUALITY AND OPPORTUNITIES. CITIZEN OPINIONS, OBTAINED THROUGH INTERVIEWS, RESULTED IN A MODIFICATION OF THE "4-4-4 PLAN" (DIVISION OF GRADES 1-12 INTO THREE SCHOOLS, EACH WITH FOUR GRA-

DES) WITH EMPHASIS ON EQUALIZING EDUCATIONAL OPPORTUNITIES IN GRADES K-4. BASIC GOALS OF THIS PLAN ARE EQUALIZING EDUCATIONAL OPPORTUNITY, GUIDING THE INDIVIDUAL AND HIS CAREER, AND PROMOTING DESEGREGATION AND SELF-ESTEEM. AS AN INITIAL PLANNING STEP, IT WAS RECOMMENDED THAT THE CAMPUS SCHOOL LOCATED AT THE STATE COLLEGE OF NEW YORK AT BUFFALO BE UTILIZED AS A SMALL EDUCATIONAL PARK TO PROMOTE RACIAL BALANCE. SPECIFIC STEPS ARE RECOMMENDED FOR TEACHER INTEGRATION AND FOR COMPLETE GRADE REORGANIZATION OF THE SYSTEM. UPON REORGANIZATION, EACH SCHOOL WILL HAVE BETWEEN 26 AND 42 PERCENT NON-WHITES AND BETWEEN 74 AND 88 PERCENT WHITES. (HW)

ED 012 502 **EA 000 585**
KLEINMANN, JACK H.
 PROFILES OF EXCELLENCE, RECOMMENDED CRITERIA FOR EVALUATING THE QUALITY OF A LOCAL SCHOOL SYSTEM.
 NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
 PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
 DESCRIPTORS *EDUCATIONAL PROGRAMS, *EDUCATIONAL QUALITY, *EVALUATION METHODS, *QUESTIONNAIRES, *SCHOOL SYSTEMS, BOARDS OF EDUCATION, DISTRICT OF COLUMBIA, EDUCATIONAL ADMINISTRATION, EDUCATIONAL FACILITIES, PERSONNEL POLICY, PROFESSIONAL ASSOCIATIONS, SALARIES, SCHOOL PERSONNEL, TEACHING CONDITIONS.

NINE GROUPS OF 119 BRIEF EVALUATIVE QUESTIONNAIRES ARE DESIGNED TO PROVIDE LOCAL PROFESSIONAL ASSOCIATIONS, BOARDS OF EDUCATION, AND ADMINISTRATORS WITH AN INSTRUMENT FOR COMPREHENSIVE SELF-ANALYSIS OF THEIR SCHOOL SYSTEM'S OPERATION AND FOR IDENTIFICATION OF AREAS IN WHICH SPECIFIC EFFORTS AT IMPROVEMENT MIGHT BE DIRECTED. RELATED SUBTOPICS FOR EACH OF THE NINE MAJOR SECTIONS ARE EVALUATED BY THE RESPONDENT ON A FIVE-STEP CONTINUUM FROM INFERIOR TO SUPERIOR. RECOMMENDATIONS ARE SOLICITED WITH AN OPEN-ENDED REQUEST FOR "ACTION NEEDED TO CLOSE THE GAP." MAIN TOPICS COVERED INCLUDE--(1) THE EDUCATIONAL PROGRAM, (2) ADMINISTRATIVE OPERATION, (3) THE BOARD OF EDUCATION, (4) STAFF PERSONNEL POLICIES AND PROCEDURES, (5) PROFESSIONAL COMPENSATION, (6) CONDITIONS OF PROFESSIONAL SERVICE, (7) THE SCHOOL PLANT, (8) DISTRICT ORGANIZATION, FINANCE, AND BUSINESS ADMINISTRATION, AND (9) THE LOCAL PROFESSIONAL ASSOCIATION. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 531-15958 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 128 PAGES, FOR \$1.00. (JK)

ED 012 503 **EA 000 598**
LIPPITT, RONALD AND OTHERS
 A COMPARATIVE ANALYSIS OF THE RESEARCH UTILIZATION PROCESS.
 PUB DATE 18 FEB 66
 EDRS PRICE MF-\$0.25 HC-\$1.12 28P.

DESCRIPTORS *ADOPTION (IDEAS), *COMMUNICATION PROBLEMS, *EDUCATIONAL RESEARCH, *MODELS, *RE-

SEARCH UTILIZATION, AGRICULTURE, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, COMPARATIVE ANALYSIS, EDUCATIONAL CHANGE, EDUCATIONAL PRACTICE, RESEARCH AND DEVELOPMENT CENTERS, RESEARCH PROBLEMS, TEACHERS.

A SUGGESTED MODEL FOR ADEQUATE DISSEMINATION OF RESEARCH FINDINGS CONSIDERS FOUR PRIMARY BARRIERS TO EFFECTIVE COMMUNICATION--(1) DIVISION OF PERSONNEL LABOR INTO TASK ROLES, (2) INSTITUTIONAL DISTINCTIONS, (3) DEVELOPMENT OF PROFESSIONAL REFERENCE GROUPS, AND (4) GEOGRAPHICAL DIVISIONS. SUGGESTED SOLUTIONS INCLUDE LINKING SYSTEMS AND ROLES, SPECIALIZED COMMUNICATIONS MEDIA, AND THE DEVELOPMENT OF NEW INCLUSIVE SYSTEMS WHICH WOULD ENABLE RESEARCHERS AND PRACTITIONERS TO BE PARTS OF THE SAME ORGANIZATION. THROUGH LANDGRANT, COLLEGE EXTENSION PROGRAMS AND THE COUNTY AGENT PLAN, AGRICULTURE SERVES AS A MODEL FOR INCLUSION OF BASIC AND APPLIED RESEARCH IN A COMMON SYSTEM WITH AGRICULTURAL PRACTITIONERS. MEDICINE SERVES SIMILARLY AS A PROFESSIONAL MODEL. SIX MAJOR DIFFERENCES DISTINGUISH EDUCATIONAL RESEARCH FROM RESEARCH IN AGRICULTURE AND MEDICINE--(1) TEACHER PERFORMANCE IS A KEY VARIABLE, (2) ADOPTION OF A NEW PRACTICE USUALLY INVOLVES CHANGE IN CERTAIN CENTRAL CHARACTERISTICS OF THE PRACTITIONER, (3) ADOPTION REQUIRES GREATER ADAPTATION AND THE DEVELOPMENT OF AN INTERPERSONAL SUPPORT SYSTEM AS A CRUCIAL PART OF THE DISSEMINATION PROCESS, (4) TEACHERS HAVE LESS MOTIVATIONAL SUPPORT TO IMPROVE PRACTICES AND LESS COGNITIVE PERSPECTIVE ON ALTERNATIVES, (5) CRITERIA ARE LACKING FOR MEASURING RESULTANT PRODUCTIVITY, AND (6) PRACTITIONERS HAVE LITTLE RESPECT FOR RESOURCE TEAMS AND RESEARCH CENTERS. A GREATLY ENLARGED OUTREACH EFFORT IS NEEDED TO DISSEMINATE RESEARCH FINDINGS IN EDUCATION. THIS DOCUMENT IS MADE UP OF EXCERPTS FROM A SYMPOSIUM AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 18, 1966). (JK)

ED 012 504 **EA 000 636**
KAISER, DALE E. AND OTHERS
 EDUCATIONAL DATA PROCESSING IN ILLINOIS PUBLIC SCHOOLS, AN INTRODUCTORY MANUAL.
 ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD
 REPORT NUMBER CIRC-A-168
 PUB DATE 65
 EDRS PRICE MF-\$0.50 HC-\$3.38 97P.

DESCRIPTORS *COMPUTER ORIENTED PROGRAMS, *DATA PROCESSING, *PROGRAM DEVELOPMENT, *PUBLIC SCHOOL SYSTEMS, *SCHOOL ACCOUNTING, ACADEMIC RECORDS, ATTENDANCE RECORDS, CENSUS FIGURES, CHARTS, COSTS, ELECTRONIC EQUIPMENT, ILLINOIS, MANUALS, SCHEDULING, SPRINGFIELD, TABLES (DATA).

THE PRESENT TYPES AND AMOUNT OF DATA PROCESSING USED IN ILLINOIS PUBLIC SCHOOLS ARE DISCUSSED. ONLY 66 OF 964 SCHOOL DISTRICTS RESPONDING TO A QUESTIONNAIRE REPORTED USE OF DATA PROCESSING. THESE INCLUDED,

HOWEVER, 43 PERCENT OF THE TOTAL PUBLIC SCHOOL ENROLLMENT. DIFFERENT AREAS IN WHICH DATA PROCESSING TECHNIQUES ARE USED INCLUDE (1) SCHOOL CENSUSES, (2) FINANCIAL ACCOUNTING, (3) ATTENDANCE ACCOUNTING, (4) GRADE REPORTING, AND (5) STUDENT SCHEDULING. CONSIDERATIONS FOR THE ESTABLISHMENT OF A DATA PROCESSING PROGRAM ARE ALSO DISCUSSED. (HW)

ED 012 505 **EA 000 637**
GUBA, EGON G. AND OTHERS
 THE ROLE OF EDUCATIONAL RESEARCH IN EDUCATIONAL CHANGE, THE UNITED STATES.
 NATIONAL INST. FOR THE STUDY OF EDUCATIONAL CHANGE
 PUB DATE JUL 67
 EDRS PRICE MF-\$0.50 HC-\$4.16 104P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL INNOVATION, *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *RESEARCH PROBLEMS, BLOOMINGTON, EDUCATIONAL PRACTICE, GERMANY, HAMBURG, INSTITUTIONS, RECRUITMENT, RESEARCH AND DEVELOPMENT CENTERS, RESEARCHERS, TRAINING, UNESCO INSTITUTE FOR EDUCATION, UNITED STATES.

FIVE MAJOR TYPES OF ORGANIZATIONAL SETTINGS FOR EDUCATIONAL RESEARCH ARE IDENTIFIED BY S.D. SIEBER--(1) UNIVERSITY BASED, (2) REGIONAL EDUCATIONAL LABORATORIES, (3) STATE DEPARTMENTS OF EDUCATION, (4) LOCAL SCHOOL SYSTEMS, AND (5) PRIVATE TESTING AND RESEARCH ORGANIZATIONS. FOUR PROBLEM AREAS RELATED TO EACH SETTING ARE DEALT WITH BY N.L. GAGE--(1) THE EXTENT TO WHICH RESEARCHERS ARE FREE TO INITIATE RESEARCH RATHER THAN TO CONFORM TO AN ORGANIZED PROGRAM OF RESEARCH, (2) THE BALANCE BETWEEN PURE AND APPLIED RESEARCH, (3) THE RELATIONSHIP OF RESEARCH INSTITUTIONS TO UNIVERSITIES, AND (4) THE EXTENT TO WHICH INTERDISCIPLINARY RESEARCH CAN BE CARRIED OUT. THE RECRUITMENT AND TRAINING OF EDUCATIONAL RESEARCHERS IN THE UNIVERSITIES IS DESCRIBED BY J.E. HOPKINS. T.D. CLEMENS DISCUSSES FUTURE RESEARCH DISSEMINATION BY A GROUP OF MUTUALLY SUPPORTING, RESEARCH INFORMATION SYSTEMS GROWING OUT OF PRIVATE AND PUBLIC RESOURCES. THE PROBLEM OF CONVERTING EDUCATIONAL RESEARCH INTO PRACTICE AND INNOVATION IS APPROACHED BY H.M. BRICKELL. CONTEMPORARY EDUCATIONAL RESEARCH IS CHARACTERIZED BY E.G. GUBA AND J.J. HORVAT AS A PART-TIME PURSUIT WHICH IS LOOSELY ORGANIZED, UNIVERSITY BASED, INDIVIDUALLY DIRECTED, THEORY ORIENTED, COMMITTED TO EXPERIMENTATION, CONDUCTED BY PERSONS TRAINED IN A PSYCHOSTATISTICAL TRADITION, FEDERALLY FUNDED, UNDERSTAFFED, AND UNDERFUNDED. OTHER PROBLEMS OF CONCERN INCLUDE LACK OF RESEARCH UTILIZATION BY PRACTITIONERS, INADEQUATE RESEARCHER-PRACTITIONER LINKAGE MECHANISMS, INADEQUATE TRAINING OF EDUCATIONAL RESEARCHERS, AND SHORTAGE OF TOOLS AND STRATEGIES FOR CARRYING OUT IMPROVEMENT. POSSIBLE CORRECTIONS FOR THE ABOVE CONDITIONS INCLUDE THE REDESIGNING OF EXISTING RESEARCH STRUCTURES, THE DEVELOPMENT OF NEW RE-

SEARCH STRUCTURES TO COMPLEMENT EXISTING STRUCTURES, AND THE BUILDING OF LINKAGE MECHANISMS AND TRAINING PROGRAMS. THIS DOCUMENT WAS PREPARED FOR PRESENTATION AT THE CONFERENCE ON THE ROLE OF EDUCATIONAL RESEARCH IN EDUCATIONAL CHANGE (UNESCO INSTITUTE FOR EDUCATION, HAMBURG, GERMANY, JULY 19-22, 1967). (GB)

ED 012 506 EA 000 668

GEORGIADES, WILLIAM AND OTHERS
SELECTED, ANNOTATED BIBLIOGRAPHY
RELATING TO NEW PATTERNS OF STAFF
UTILIZATION.

OREGON STATE DEPT. OF EDUCATION,
SALEM

PUB DATE JUL 65

EDRS PRICE MF-\$0.50 HC-\$4.36 109P.

DESCRIPTORS *BIBLIOGRAPHIES, *COLLEGES, *ELEMENTARY SCHOOLS, *SECONDARY SCHOOLS, *STAFF UTILIZATION, ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL FACILITIES, EDUCATIONAL IMPROVEMENT, FLEXIBLE SCHEDULING, INNOVATION, INSTRUCTIONAL TECHNOLOGY, LARGE GROUP INSTRUCTION, SALEM, TEACHER AIDES, TEACHER EDUCATION, TEACHER RECRUITMENT, TEAM TEACHING.

THIS BIBLIOGRAPHY DRAWS TOGETHER AN EXTENSIVE SOURCE OF LITERATURE RELATED TO NEW PATTERNS IN THE UTILIZATION OF STAFF AND TALENTS, TEAM TEACHING, AND FLEXIBLE SCHEDULING. (GB)

ED 012 507 EA 000 690

SNOW, R.J.

COMMUNITY RESOURCES AND CONFLICT PROPENSITY AS SOURCES FOR CONSTRAINTS ON THE LOCAL SCHOOL ADMINISTRATOR.

OREGON UNIV., EUGENE

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.24 31P.

DESCRIPTORS *BOARDS OF EDUCATION, *CONFLICT, *SCHOOL COMMUNITY RELATIONSHIP, *SCHOOL SUPERINTENDENTS, *SUPERINTENDENT ROLE, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, COMMUNITY RESOURCES, DECISION MAKING, EDUCATIONAL PLANNING, EUGENE, ILLINOIS, LEADERSHIP QUALITIES, NEW YORK CITY, POLICY FORMATION.

TO DETERMINE THE EXTENT TO WHICH SCHOOL SYSTEM ENVIRONMENTS MAY BE DISTINCT IN TERMS OF COMMUNITY RESOURCES AND CONFLICT PROPENSITY, THE VOTING RECORDS, SOCIOECONOMIC DATA, AND ASPECTS OF BOARD OF EDUCATION INTERACTION WITH SCHOOL SUPERINTENDENTS OF FOUR SUBURBAN ILLINOIS COMMUNITIES WERE ANALYZED. A COMPARISON OF CONSTRAINTS AND SUPPORTS FOR THE FOUR COMMUNITIES INDICATED A HIGHER DEGREE OF SCHOOL SUPERINTENDENT LEADERSHIP IN THE DISTRICT WITH THE MOST ABUNDANT RESOURCES AND CONFLICT MANAGEMENT SKILL. THIS WAS EVIDENCED BY A REPRESENTATIVE COMMUNITY CAUCUS ENJOYING BROAD SUPPORT FOR THE SCHOOL PROGRAM AND ENTRUSTING EDUCATIONAL DECISION MAKING TO THE SCHOOL SUPERINTENDENT. DIFFERENTIAL MANIFESTATIONS OF SUPERINTENDENT ADMINISTRATIVE ABILITY AND VARYING DEGREES OF SUCCESS ACHIEVED IN SCHOOL-COMMUNITY RELATIONS

FOR THE FOUR COMMUNITIES WERE BRIEFLY REVIEWED. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (JK)

ED 012 508

RUNKEL, PHILIP J.

SOME RECENT IDEAS IN RESEARCH METHODOLOGY-FACET DESIGN AND THEORY OF DATA.

OREGON UNIV., EUGENE

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.76 44P.

DESCRIPTORS *DATA, *DATA ANALYSIS, *DATA COLLECTION, *RESEARCH METHODOLOGY, *THEORIES, EDUCATIONAL RESEARCH, EUGENE,

FACET DESIGN, AS ORIGINATED BY LOUIS GUTTMAN, IS A METHOD OF SYSTEMATICALLY ORDERING A PROBLEM FOR RESEARCH. FACET ANALYSIS ENABLES THE VALIDITY OF AN ASSESSMENT OF THE ORDERING PROCESS TO BE TESTED. THE LOGIC OF FACET DESIGN AND ANALYSIS IS BASED UPON SYSTEMATIC DELINEATION OF THE IMPORTANT VARIABLES PRIOR TO DATA COLLECTION AND THE EVALUATION OF THEIR EFFECT IN A SPECIFIC RESEARCH DOMAIN. THE AUTHOR CONSIDERS THE APPLICATION OF HIS DESCRIPTION OF FACET DESIGN AND ANALYSIS IN FOUR SPECIFIC RESEARCH CASES AND SHOWS, IN EACH CASE, HOW THE PROBLEM UNDER CONSIDERATION CAN BE SPECIFIED MORE PRECISELY, HOW RELEVANT HYPOTHESES EVOLVE FROM THE FACET DESIGN, AND HOW THE VALIDITY OF FACETS CAN BE COHERENTLY CHECKED. THE RESEARCH PROCESS CAN BE DIVIDED INTO FIVE PHASES-(1) CHOOSING THE DOMAIN OF INVESTIGATION, (2) RECORDING OBSERVATIONS MADE WITHIN THE DOMAIN, (3) CONVERTING OBSERVATIONS INTO DATA, (4) CLASSIFYING THE DATA, AND (5) SEEKING RELATIONSHIPS AMONG VARIABLES. THE THEORY OF DATA CONCERNS PHASES 3 AND 4. A SCHEME PROPOSED BY COOMBS IS CITED WHICH ENCOMPASSES ALL OF THE FACETS ENCOUNTERED WHEN OBSERVATIONS ARE CONVERTED INTO DATA AND DATA INTO VARIABLES. COOMBS PRESENTS A "SEARCHINGNESS STRUCTURE" WHICH ENABLES A RESEARCHER TO LAY OUT AN ENTIRE GRID OF METHODS FOR COLLECTING DATA. HIS CONCEPTUALIZATION OF THE FIELD CAN PROVIDE MEANS OF INVENTING NEW METHODS OF COLLECTING DATA AND OF CHOOSING APPROPRIATE WAYS TO ANALYZE THE GATHERED DATA. THIS DOCUMENT IS A REVISED VERSION OF A PAPER PRESENTED AT THE CONFERENCE ON NEW DIRECTIONS IN RESEARCH IN EDUCATIONAL ADMINISTRATION (UNIVERSITY OF OREGON, EUGENE, MARCH 30, 1965). THE EARLIER PAPER IS INCLUDED AS ED 010 221. (GB)

ED 012 509

WALLIN, HERMAN ARNOLD

PROVIDING INCENTIVES FOR PROFESSIONALS IN TWO-YEAR COLLEGES.

OREGON UNIV., EUGENE

PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$0.80 20P.

DESCRIPTORS *COLLEGE FACULTY, *COMMUNITY COLLEGES, *INCENTIVE SYSTEMS, *JUNIOR COLLEGES, *MERIT RATING PROGRAMS, COCURRICULAR AC-

EA 000 691

TIVITIES, COMMUNITY SERVICES, COUNSELING, EDUCATIONAL OBJECTIVES, EUGENE, TEACHER PROMOTION, TEACHER SALARIES, VANCOUVER.

TWO 2-YEAR COLLEGES, ONE WITH AND ONE WITHOUT A MERIT INCENTIVE SYSTEM FOR SALARY AND STATUS ADVANCEMENT, WERE COMPARED IN TERMS OF FACULTY PARTICIPATION IN THE ACHIEVEMENT OF INSTITUTIONAL GOALS. THE TWO COLLEGES WERE SIMILAR IN EVERY RESPECT EXCEPT FOR THEIR ADVANCEMENT SYSTEM. THE MERIT COLLEGE (MC) USED FACULTY ACADEMIC TITLES AND PROMOTED FACULTY MEMBERS ON RECOMMENDATIONS FROM HIGHER ECHELON FACULTY MEMBERS BASED ON THE INDIVIDUAL'S PERFORMANCE OF DUTY. THE NONMERIT COLLEGE (NMC) LABELED EVERYONE "INSTRUCTOR," USED AUTOMATIC ANNUAL SALARY INCREMENTS, AND HAD NO FORMALLY INSTITUTIONALIZED ALLOCATION OF REWARDS AND PENALTIES. BOTH COLLEGES HAD TWO BASIC INSTITUTIONAL OBJECTIVES-(1) COUNSELING STUDENTS AND (2) PROVIDING CULTURAL AND EDUCATIONAL PROGRAMS FOR THE COMMUNITY. THE RESULTS OF THE STUDY SHOWED THAT (1) 67 PERCENT OF THE MC'S STAFF PARTICIPATED IN COMMUNITY ACTIVITIES, WHEREAS ONLY 54 PERCENT OF NMC'S STAFF DID SO, (2) "MOONLIGHTING" WAS DONE BY 75 PERCENT IN NMC AND BY ONLY 46 PERCENT IN MC, AND (3) STUDENT COUNSELING WAS NAMED AS A REGULAR WEEKLY ACTIVITY BY 41 PERCENT OF THE MC STAFF AND BY ONLY 10 PERCENT OF THE NMC STAFF. IN GENERAL, IT WAS CONCLUDED THAT THE INCENTIVE FOR FACULTY PURSUIT OF INSTITUTIONAL GOALS IS GREATER IN COLLEGES WITH A MERIT ADVANCEMENT SYSTEM. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE PACIFIC SOCIOLOGICAL ASSOCIATION (VANCOUVER, CANADA, APRIL 8, 1966). (HW)

ED 012 510

HICKCOX, EDWARDS.

POWER STRUCTURES, SCHOOL BOARDS, AND ADMINISTRATIVE STYLE.

OREGON UNIV., EUGENE

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.12 28P.

DESCRIPTORS *BOARDS OF EDUCATION, *COMMUNITY, *POWER STRUCTURE, *SCHOOL COMMUNITY RELATIONSHIP, *SCHOOL SUPERINTENDENTS, ADMINISTRATIVE STYLE, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, COMMUNITY INFLUENCE, COMMUNITY STUDY, EUGENE, NEW YORK CITY, POLICY FORMATION.

POWER STRUCTURES IN DIFFERENT COMMUNITIES VARY, AND THE MAKEUP OF SCHOOL BOARDS AND STYLE OF SUPERINTENDENTS IN ANY COMMUNITY CAN BE VIEWED AS A REFLECTION OF THESE DIFFERENT POWER RELATIONSHIPS. A COMMUNITY MAY BE CHARACTERIZED BY (1) A DOMINATED POWER STRUCTURE, DOMINATED SCHOOL BOARD MAKEUP, AND SERVANT SUPERINTENDENT STYLE, (2) A FACTIONAL POWER STRUCTURE, FACTIONAL SCHOOL BOARD, AND POLITICAL-MANIPULATION SUPERINTENDENT STYLE, (3) A PLURALISTIC POWER STRUCTURE, STATUS-CONGRUENT SCHOOL BOARD, AND PROFESSIONAL-ADVISED SUPERINTENDENT STYLE, OR (4) AN INERT POWER STRUCTURE, SANCTIONING SCHOOL BOARD,

AND DECISION-MAKER SUPERINTENDENT STYLE. NINETEEN SCHOOL DISTRICTS IN NEW YORK, AND TWO EACH IN CONNECTICUT, NEW JERSEY, AND PENNSYLVANIA, WERE SELECTED IN WHICH SEPARATE INTERVIEW SCHEDULES WERE ADMINISTERED TO SUPERINTENDENTS, BOARD MEMBERS, AND COMMUNITY INFLUENTIALS TO SECURE INFORMATION ACCORDING TO THE ABOVE CLASSIFICATIONS. THE FINDINGS REVEALED THAT TWO TYPES OF RELATIONSHIPS COULD BE IDENTIFIED BETWEEN COMMUNITIES, SCHOOL BOARDS, AND SUPERINTENDENTS. FIRST, IN 11 INSTANCES, ADMINISTRATIVE STYLE WAS FOUND TO BE RELATED BOTH TO THE BOARD MAKEUP AND TO THE COMMUNITY POWER STRUCTURE. SECOND, IN SEVEN INSTANCES, ADMINISTRATIVE STYLE WAS FOUND TO BE RELATED ONLY TO BOARD MAKEUP, OR THE COMMUNITY POWER STRUCTURE AND BOARD MAKEUP WERE CONSONANT BUT WERE AT VARIANCE WITH ADMINISTRATIVE STYLE. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 17, 1967). (GB)

ED 012 511 **EA 000 735**
MILES, MATTHEW B.
SOME PROPERTIES OF SCHOOLS AS SOCIAL SYSTEMS.
 NATIONAL TRAINING LABS., WASHINGTON, D.C.
 PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.24 31P.

DESCRIPTORS *CHANGE AGENTS, *EDUCATIONAL CHANGE, *EDUCATIONAL OBJECTIVES, *SCHOOL SYSTEMS, *SYSTEMS APPROACH, AGE GRADE PLACEMENT, COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT, COPED, DISTRICT OF COLUMBIA, EDUCATIONAL ENVIRONMENT, EDUCATIONAL STRATEGIES, SCHOOL IMPROVEMENT, SCHOOLS, SOCIAL SYSTEMS, STUDENT ATTITUDES, TEACHER ROLE.

EFFECTIVE SCHOOL IMPROVEMENT DEPENDS UPON AN ANALYSIS OF SCHOOLS AS SOCIAL SYSTEMS AND THE DETERMINATION OF THOSE STRUCTURES AND PROCESSES MOST PROMISING AS ENTRY POINTS FOR CHANGE EFFORTS. FIVE FEATURES ARE CENTRAL TO THE AMERICAN PUBLIC SCHOOL—ITS CHILDREN-CHANGING EMPHASIS, LOCAL CONTROL, NONVOLUNTARY NATURE, RELATIVE ISOLATION FROM OTHER SOCIALIZING AGENCIES IN THE LOCAL COMMUNITY, AND COMPLEX LINKAGE WITH OTHER INSTITUTIONS AND ORGANIZATIONS IN THE LARGER SOCIETY. FOUR ESSENTIAL PROPERTIES OF SCHOOLS AS SYSTEMS INCLUDE—(1) DIVERSITY AND CONFLICT IN GOAL SPECIFICATION, (2) MECHANISMS FOR TASK ACCOMPLISHMENT, (3) INTERNAL INTEGRATION, COORDINATION, AND INTERDEPENDENCE, AND (4) MUTUAL ADAPTATION OF SCHOOL AND COMMUNITY. PROBLEMS RELATED TO EACH OF THESE PROPERTIES ARE SYMPTOMATIC OF THE SCHOOL IN INTERACTION WITH CURRENT DEMANDS. IMPLICATIONS OF THE ANALYSIS FOR RESEARCH AND ACTION INCLUDE THE RECOGNITION OF SCHOOL SYSTEM PROPERTIES HAVING CURRENT UTILITY, FOCUS OF EFFORTS ON MODIFYING ESSENTIAL PROPERTIES RATHER THAN ATTACKING SYMPTOMS, CAREFUL ATTENTION TO THE GAINING OF SANCTIONS FOR CHANGE AGENT RECOMMENDATIONS, DETERMINATION

OF THE CLIENT SYSTEM WITH WHICH THE CHANGE AGENT IS WORKING, AND FORMULATION OF MAJOR CHANGE GOALS FOR SCHOOL SYSTEMS AND STRATEGIES FOR THE ACCOMPLISHMENT OF CHANGE. THIRTEEN MECHANISMS ARE SUGGESTED FOR CORRECTING DYSFUNCTIONAL ASPECTS OF SCHOOLS. THIS ARTICLE WAS PUBLISHED IN "CHANGE IN SCHOOL SYSTEMS," AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$2.50. (JK)

ED 012 512 **EA 000 736**
LIPPITT, RONALD
IMPROVING THE SOCIALIZATION PROCESS.
 NATIONAL TRAINING LABS., WASHINGTON, D.C.
 PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *CHANGE AGENTS, *COMMUNITY AGENCIES (PUBLIC), *EDUCATIONAL OBJECTIVES, *SOCIAL DEVELOPMENT, *SOCIALIZATION, CHANGING ATTITUDES, COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT, COPED, DISTRICT OF COLUMBIA, MOTIVATION, PEER GROUPS, SCHOOL SYSTEMS.

COMPONENTS OF THE SOCIALIZATION COMMUNITY, EACH WITH A VESTED INTEREST, INCLUDE THE EDUCATIONAL SYSTEM, CHURCHES, LEISURE TIME AGENCIES, SOCIAL CONTROL AND PROTECTION AGENCIES, RESOCIALIZATION SERVICES, EMPLOYMENT OFFICES, POLITICAL LEADERS, PARENTS, PEERS, AND THE MASS COMMUNICATIONS MEDIA. CHANGE AGENTS MAY BE PROFESSIONAL OR NONPROFESSIONAL, MAY OCCUPY FORMAL OR INFORMAL ROLES, AND MAY EXERT INFLUENCE DIRECTLY OR INDIRECTLY. THEY ARE FACED WITH A LACK OF OPERATIONAL SOCIALIZATION GOALS AND THE NEED TO LINK THE PERSONAL GOALS OF YOUTH TO THE VALUES AND EXPECTATIONS OF THE LARGER SOCIETY. SPECIAL PROBLEMS OF CHANGE INCLUDE THE LACK OF EFFECTIVE LINKAGE BETWEEN BASIC RESEARCH AND AGENTS OF CHANGE, LIMITED DIFFUSION OF CREATIVE SOCIALIZATION DEVELOPMENTS, MINIMAL FEEDBACK TO FOSTER IMPROVED PRACTICES, AND INHERENT RESISTANCE TO CHANGE. THE SOCIALIZATION AGENT STRIVES FOR AN INTERNALIZED SELF-DIRECTION IN THE SOCIALIZEE, WITH INITIATIVE FOR SELF-CONTROL AND CONTINUING DEVELOPMENT. ISSUES REQUIRING FURTHER STUDY INCLUDE THE MANNER AND EXTENT OF INPUT ADEQUATE FOR CHANGE, THE INSIDE TRAINER OF THE OUTSIDE CONSULTANT AS MOST EFFECTIVE IN ACHIEVING CHANGE, MEANS OF PROVIDING EFFECTIVE MOTIVATIONAL SUPPORT AFTER COMMITMENT TO CHANGE, AND DETERMINATION OF THE TRAINING NEEDS OF SOCIALIZATION AGENTS. EIGHT PRIORITIES FOR ACTION ARE LISTED, INCLUDING DEVELOPMENT OF DIALOG ABOUT SOCIALIZATION OBJECTIVES, COMPREHENSIVE SCHOOL PROGRAMS FOR OPTIMUM SOCIALIZATION, INVOLVEMENT OF SOCIALIZEEES AS PARTICIPANTS IN THE SOCIAL PROCESS, AND MAXIMUM UTILIZATION OF UNIVERSITY RESOURCES FOR BASIC RESEARCH AND TRAINING OF SOCIALIZATION ENGINEERS. THIS ARTICLE WAS PUBLISHED IN "CHANGE IN SCHOOL SYSTEMS," AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION

ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$2.50. (JK)

ED 012 513 **EA 000 738**
JUNG, CHARLES C. AND OTHERS
AN ORIENTATION AND STRATEGY FOR WORKING ON PROBLEMS OF CHANGE IN SCHOOL SYSTEMS.

NATIONAL TRAINING LABS., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL PLANNING, *LEARNING EXPERIENCE, *SCHOOL ORGANIZATION, *SCHOOL SYSTEMS, COOPERATIVE PROGRAMS, COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT, COPED, DISTRICT OF COLUMBIA, MICHIGAN, MODELS, PROGRAM DESCRIPTIONS.

A PLANNED APPROACH TO EDUCATIONAL CHANGE FOCUSES UPON THE INTERNAL FUNCTIONING OF THE SCHOOL SYSTEM. RESEARCH GENERALIZATIONS INDICATING CONDITIONS WHICH INFLUENCE LEARNING ARE CITED AS A BASIS FOR A CONCEPTUAL MODEL. FROM THIS MODEL, SOME ORGANIZATIONAL FUNCTIONS WHICH NEED TO BE DEVELOPED WITHIN THE SCHOOL SYSTEM ARE DERIVED. FIVE LEVELS OF HUMAN PHENOMENA ARE CITED THAT CONDITION THE PROCESS OF RESOURCE UTILIZATION IN FULFILLING THE LEARNING EXPERIENCE OF THE CHILD—THE PUPIL AS SELF, THE CLASSROOM PEER GROUP, DIRECT WORKERS WHO CREATE LEARNING EXPERIENCES (TEACHERS), THOSE WHO INFLUENCE THE DIRECT WORKERS (PRINCIPALS), AND INFLUENCERS OF THE SCHOOL SYSTEM AS AN ORGANIZATION. IF THESE CONDITIONS ARE TO BE MAXIMIZED, A CLEAR CONCEPTUAL MODEL OF THE LEARNING PROCESS IS ESSENTIAL. ELEMENTS OF SUCH A MODEL WOULD INCLUDE (1) LEARNING THROUGH INQUIRY, (2) INDIVIDUALIZATION OF LEARNING, (3) DEVELOPMENT OF PUPIL PURPOSE AND SELF-CONCEPT, (4) PUPIL INVOLVEMENT IN CURRICULUM PLANNING, (5) USE OF A WIDE VARIETY OF RESOURCES, AND (6) CROSS-ABILITY AND CROSS-AGE HELPING. TO INITIATE SUCH CONCEPTS, THE MICHIGAN REGION COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT (COPED) STRATEGY FOR PLANNED CHANGE INVOLVES (1) ORGANIZATION OF MATERIALS CONCEPTUALIZING PLANNED CHANGE IN A FORM APPROPRIATE FOR SHARING WITH SCHOOL SYSTEM REPRESENTATIVES, (2) INTERUNIVERSITY COLLABORATION, AND (3) UNIVERSITY TEAM RELATIONSHIPS WITH SELECTED SCHOOL SYSTEMS IN ITS REGION. TWENTY-FIVE REPRESENTATIVES OF SYSTEMS IN THE MICHIGAN REGION WERE INVITED TO A CONFERENCE EXPLAINING THE PURPOSES AND PROCEDURES OF COPED. STEPS WERE OUTLINED FOR BECOMING AN ACTION-RESEARCH COLLABORATION SYSTEM AND FOR IDENTIFYING CHANGE EFFORTS AND MEETING THE NEEDS OF DIFFERENT SYSTEMS. THE PROGRAM SHOULD ACHIEVE (1) INSTITUTIONALIZATION OF THE CHANGE PROCEDURES, (2) SYSTEM ADOPTION OF DESIRABLE CHANGE EFFORTS, AND (3) DOCUMENTATION AND EVALUATION OF THE PROCESS TO PERMIT DISSEMINATION OF THIS CHANGE MODEL TO OTHER SYSTEMS. THIS ARTICLE WAS PUBLISHED IN "CHANGE IN SCHOOL SYSTEMS," AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION AS-

SOCIATION, 1201 16TH STREET, N.W.,
WASHINGTON, D.C. 20036, FOR \$2.50 (GB)

ED 012 514

EA 000 739

JUNG, CHARLES C.
THE TRAINER CHANGE-AGENT ROLE WITH-
IN A SCHOOL SYSTEM.

NATIONAL TRAINING LABS., WASHING-
TON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *CHANGE AGENTS, *COM-
MUNICATION PROBLEMS, *EDUCATION-
AL CHANGE, *MODELS, *SCHOOL SYS-
TEMS, COOPERATIVE PROJECT FOR EDU-
CATIONAL DEVELOPMENT, COPEL, DISTRICT
OF COLUMBIA, EDUCATIONAL RE-
SOURCE, INTERPERSONAL COMPE-
TENCE, SCHOOL PERSONNEL, SKILL DE-
VELOPMENT, TRAINING.

THE FOCUS OF THE STUDY IS UPON THE
INTERNAL CHANGE AGENT IN THE
SCHOOL SYSTEM. IT RESULTS FROM THE
ASSUMPTION THAT IT WOULD BE VALUA-
BLE FOR THE SYSTEM TO HAVE A ROLE
PRIMARILY CONCERNED WITH THE PHEN-
OMENA OF CHANGE. THE CHANGE
AGENT IS REFERRED TO AS A TRAINER
ROLE, SINCE TRAINED BEHAVIOR OF IN-
DIVIDUALS CAN INCREASE THE POTENTIAL
FOR PLANNED, PURPOSEFUL
CHANGE. IT IS HELPFUL TO THINK OF
THE TRAINER-CHANGE AGENT ROLE AS
PROVIDING LINKAGES TO SUCH GAPS AS
THOSE BETWEEN A GROUP OF TEACHERS
AND THE VARIOUS KINDS OF RESOURCES
THAT COULD HELP THEM PERFORM
THEIR JOBS MORE EFFECTIVELY. LINK-
AGES COULD ALSO BE PROVIDED BE-
TWEEN ADMINISTRATORS, SCHOOL
BOARD MEMBERS, AND CUSTODIANS AND
THEIR ROLE EFFECTIVENESS. FOUR CON-
CEPTUAL MODELS ARE CITED WITHIN
WHICH TRAINER ROLE LINKAGE IS UTIL-
IZED TO PERMIT CHANGE ANALYSIS AT
BOTH MICRO- AND MACRO-LEVELS OF
EDUCATIONAL SYSTEMS. IN ORDER TO
FACILITATE LINKAGE OF PEOPLE TO RE-
SOURCE, THE TRAINER-CHANGE AGENT
WOULD HAVE TO POSSESS PROBLEM-
SOLVING SKILLS, INTERPERSONAL
SKILLS OF RELATING, AND INNERPERSON-
AL LEARNING. SUCH SKILLS COULD BE
IDEALLY DEVELOPED THROUGH A
PLANNED ORIENTATION PERIOD. THE
BEST POSSIBLE SOURCES OF CHANGE AG-
ENTS WOULD BE PROFESSIONAL EDU-
CATORS, PSYCHOLOGISTS OR SOCIAL PSY-
CHOLOGISTS, OR PRACTITIONERS OF PER-
SONNEL TRAINING. THEIR ROLE WITHIN
THE SYSTEM WOULD REQUIRE (1) UPPER
ADMINISTRATIVE RESPONSIBILITY, (2)
AUTONOMY IN RESPONDING TO AND DE-
VELOPING TRAINING EXPERIENCE OF
PERSONNEL WITHIN THE SYSTEM, (3) AC-
TIVE COMMUNICATION WITHIN THE SYS-
TEM, (4) TEAM-WORK RELATIONSHIPS
WITH EVALUATORS AND RESEARCHERS
OF THE SYSTEM, AND (5) SOURCES OF CON-
SULTATION REFERRAL OUTSIDE THE
SYSTEM. THIS ARTICLE WAS PUBLISHED
IN "CHANGE IN SCHOOL SYSTEMS," AVAIL-
ABLE FROM THE NATIONAL TRAINING
LABORATORIES, NATIONAL EDUCATION
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WASHINGTON, D.C. 20036, FOR \$2.50 (GB)
FOR \$2.50 (GB)

ED 012 515

EA 000 740

WATSON, GOODWIN
TOWARD A CONCEPTUAL ARCHITECTURE
OF A SELF-RENEWING SCHOOL SYSTEM.
NATIONAL TRAINING LABS., WASHING-
TON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.48 12P.

DESCRIPTORS *EDUCATIONAL CHANGE,
*INNOVATION, *ROLE THEORY, *SCHOOL
SYSTEMS, *SYSTEMS APPROACH, CO-
OPERATIVE PROJECT FOR EDUCATIONAL
DEVELOPMENT, COPEL, DISTRICT OF
COLUMBIA, PROGRAM DESCRIPTIONS, SO-
CIAL CHANGE.

BASIC SOCIAL SYSTEM AND ROLE THEO-
RY CONCEPTS ARE APPLIED TO THE
SCHOOL SYSTEM. POSITIONS, ROLES, IN-
TERACTIONS, AND STRUCTURAL AS-
PECTS ARE BRIEFLY DEFINED. CHANGE
IN A SOCIAL SYSTEM IS ACCOMPLISHED
THROUGH BOTH INTERNAL AND EXTER-
NAL FORCES. OVER THE YEARS, SCHOOL
SYSTEM CHANGE HAS BEEN LARGELY
SPORADIC, EXPEDIENT, SCATTERED,
LATE, AND SUPERFICIAL. TEN STEPS ARE
DESCRIBED THROUGH WHICH A SCHOOL
SYSTEM CAN REALIZE A PROGRAM OF
CONTINUOUS SELF-RENEWAL--(1) SENS-
ING POSSIBLE AREAS AND NEEDS FOR
IMPROVEMENT, (2) DETERMINING ITEMS
WHICH MERIT FURTHER INVESTIGATION,
(3) DIAGNOSING SPECIFIC NEEDS
THROUGH SOME FORM OF RESEARCH
AND DEVELOPMENT, (4) INVENTING OR
GENERATING REMEDIES BY WIDE PER-
SONNEL PARTICIPATION, (5) WEIGHING
RESULTANT SOLUTION PROPOSALS, (6)
DECIDING ON THE COURSE TO FOLLOW, (7)
INTRODUCING THE CHOSEN INNOVATION
INTO THE SYSTEM, (8) OPERATING THE IN-
NOVATION ON A TRIAL BASIS, (9) EVALU-
ATING THE INNOVATION BOTH CONTINU-
OUSLY AND PERIODICALLY THROUGH AN
OBJECTIVE AGENCY, AND (10) REVISING
THE INNOVATION TO IMPROVE ITS EFF-
ECTIVENESS. SPECIFIC MECHANISMS
ARE BRIEFLY OUTLINED FOR EACH STEP
IN THE PROCESS. THIS ARTICLE WAS PUBLISHED
IN "CHANGE IN SCHOOL SYSTEMS," AVAIL-
ABLE FROM THE NATIONAL
TRAINING LABORATORIES, NATIONAL
EDUCATION ASSOCIATION, 1201 16TH
STREET, N.W., WASHINGTON, D.C. 20036,
FOR \$2.50 (JK)

ED 012 516

EA 000 757

GIBSON, R. OLIVER
A GENERAL SYSTEMS FORMULATION OF
WORK RELATIONSHIPS.

PUB DATE 17 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *BOARDS OF EDUCATION,
*COLLECTIVE NEGOTIATION, *SOCIAL EX-
CHANGE THEORY, *SYSTEMS CONCEPTS,
*TEACHER ASSOCIATIONS, AMERICAN
EDUCATIONAL RESEARCH ASSOCIATION,
NEW YORK CITY, SOCIAL SYSTEMS,
TEACHER ADMINISTRATOR RELATIONSH-
HIP, THEORIES.

A TYPOLOGY FOR A THEORETICAL AP-
PROACH TO TEACHER-WORK RELATION-
SHIPS REGARDS THE SCHOOL AS AN
EMPLOYING SYSTEM WITH SETS OF CON-
TRASTING SYSTEM-WORKER RELATION-
SHIPS--(1) FORMAL-PERSONAL OR TRADI-
TIONAL AUTHORITY, (2) DISCRETIONARY-
PERSONAL OR PERMISSIVE PERSONAL-
ISM, (3) FORMAL-GENERALIZED OR ORGA-
NIZATIONAL FORMALISM, AND (4) DIS-
CRETIONARY-GENERALIZED OR OPEN
SOCIETY. THE RELATIONSHIPS ARE DE-
FINED IN TERMS OF THE DEGREE AND DI-
RECTION OF AUTHORITY INVOLVED AND
THE EXTENT TO WHICH THE BOUNDARY
OF THE PARTICULAR SYSTEM IS OPEN OR
CLOSED. THE MUTUAL REJECTION OF
EACH OTHER'S IDEOLOGIES BY TEACH-
ERS' ORGANIZATIONS AND SCHOOL
BOARDS LEADS TO FIRM POLARIZATION
OF THE RESPECTIVE GROUPS' POSITIONS.

THIS MAKES NEGOTIATIONS ON SPECIFIC
ISSUES DIFFICULT AT A TIME WHEN
WORKERS ARE DEMANDING AN INCREAS-
INGLY HIGHER RETURN IN THE EX-
CHANGE PROCESS OF RIGHTS AND
DUTIES SERVING SYSTEM GOALS AND IN-
DIVIDUAL NEEDS. IT IS THEORIZED THAT
A SATISFACTORY SOLUTION OF TEACH-
ER-WORK RELATIONSHIP PROBLEMS
WILL RESULT WHEN THE SCHOOL BOARD
AND THE TEACHERS' ORGANIZATION ARE
VIEWED AS SEPARATE SYSTEMS INTER-
ACTING THROUGH EXCHANGE UNITS IN A
NEGOTIATIONS SUBSYSTEM. THIS PAPER
WAS PRESENTED AT THE ANNUAL MEET-
ING OF THE AMERICAN EDUCATIONAL
RESEARCH ASSOCIATION (NEW YORK
CITY, FEBRUARY 17, 1967). (JK)

ED 012 517

EA 000 761

GOLDBLUM, JANICE AND OTHERS
**JUNIOR AND SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS AND CURRIC-
ULA.**

LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-PUB-489

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$2.76 69P.

DESCRIPTORS *CURRICULUM, *CURRI-
CULUM GUIDES, *GRADUATION RE-
QUIREMENTS, *HIGH SCHOOLS, *JUNIOR
HIGH SCHOOLS, CALIFORNIA EDUCATION
CODE, COLLEGE ADMISSION, EDUCATION-
AL SPECIFICATIONS, LOS ANGELES,
SCHOOL SYSTEMS, STATE LEGISLATION,
GRADUATION REQUIREMENTS AND
CURRICULUMS IN THE LOS ANGELES
CITY SCHOOL SYSTEM INSURE INTELLEC-
TUAL DEVELOPMENT, CIVIC RESPONSIBI-
LITY, ECONOMIC COMPETENCY, CREATIV-
ITY, DEVELOPMENT OF MORAL VALUES,
GOOD HUMAN RELATIONS, AND HEALTH.
GRADING, TRANSFERS, HOMEWORK, CRED-
IT, AND SPECIAL POLICIES ARE DIS-
CUSSED. THE CURRICULUM IN JUNIOR
AND SENIOR HIGH SCHOOLS (OUTLINED
IN TABLES AND CHARTS) INCLUDES EN-
GLISH, SOCIAL STUDIES, MATHEMATICS,
SCIENCE, FINE ARTS, PRACTICAL ARTS,
GUIDANCE, DRIVER EDUCATION, PHYSI-
CAL EDUCATION, AND HEALTH EDUCAT-
ION. THE PROGRAM CONFORMS TO CALI-
FORNIA EDUCATION CODE REQUIRE-
MENTS. SHORT SUMMARIES ON LOS AN-
GELES JUNIOR COLLEGES AND ADULT
SCHOOLS APPEAR IN THE APPENDIX. (JN)

ED 012 518

EA 000 774

STOLLER, DAVID S.
REPORT ON THE OECD CONFERENCE ON
**SYSTEM ANALYSIS TECHNIQUES IN EDU-
CATIONAL PLANNING (PARIS, FRANCE,
JANUARY 25-27, 1967).**

NATIONAL CENTER FOR EDUCATIONAL
STATISTICS (DHEW)

REPORT NUMBER TN-25

PUB DATE 10 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *EDUCATIONAL PLANN-
ING, *INTERNATIONAL EDUCATION, *RE-
SOURCE ALLOCATIONS, CONFERENCES,
DISTRICT OF COLUMBIA, ECONOMIC RE-
SEARCH, EQUAL EDUCATION, INTERNA-
TIONAL ORGANIZATIONS, ORGANIZATION
FOR ECONOMIC COOPERATION AND DE-
VELOPMENT, PARIS, STATISTICAL DATA,
SYSTEMS ANALYSIS.

AN INTERNATIONAL GROUP FOR THE
ORGANIZATION FOR ECONOMIC COOPER-
ATION AND DEVELOPMENT (OECD) MET
TO EXCHANGE METHODS OF EDUCATION-
AL PLANNING, TECHNIQUES, AND PRO-
GRESS, AND TO DISCUSS MEANS OF MAK-

ING EDUCATION AVAILABLE TO ALL SOCIOECONOMIC LEVELS OF SOCIETY. RAPIDLY EXPANDING INDUSTRIAL, TECHNOLOGICAL, MILITARY, AND ADMINISTRATIVE PROGRAMS IN ALL COUNTRIES NECESSITATE EDUCATIONAL OPPORTUNITY FOR ALL SOCIOECONOMIC LEVELS OF SOCIETY. PAPERS PRESENTED WERE BASED UPON PRACTICAL STUDIES MADE BY SPONSORING INSTITUTIONS. OBJECTIVES OF THE AD HOC GROUP OF OECD WERE IDENTIFIED AS (1) DETERMINING THE CORRECT RATIO BETWEEN EACH COUNTRY'S ECONOMY AND EDUCATIONAL SPENDING, (2) DETERMINING WHERE AND HOW RESOURCES ARE TO BE USED, AND (3) DETERMINING HOW TO USE AVAILABLE FUNDS EFFECTIVELY. THOSE PRESENT CONSISTED MAINLY OF EDUCATIONAL PLANNERS, SYSTEMS ANALYSTS, AND ECONOMETRICIANS. (JN)

ED 012 519 EA 000 776

MOOD, ALEXANDER M. POWERS, RICHARD

COST-BENEFIT ANALYSIS OF EDUCATION. NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-27

PUB DATE 30 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.76 10P.

DESCRIPTORS *COSTS, *EDUCATIONAL BENEFITS, *EDUCATIONAL OBJECTIVES, *PROGRAM BUDGETING, *RESOURCE ALLOCATIONS, DISTRICT OF COLUMBIA, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PROGRAMS, FEDERAL PROGRAMS, INFORMATION SYSTEMS, LEARNING PROCESSES, METHODOLOGY, OPERATIONS ANALYSIS, RESEARCH, SYSTEMS ANALYSIS, TEACHING METHODS, DIFFICULTIES ARE ENCOUNTERED WHEN COST-BENEFIT ANALYSES ARE APPLIED TO EDUCATION. THERE ARE PROBLEMS IN THE ATTEMPT TO DEFINE AN EDUCATIONAL GOAL AND IN THE ANALYSIS OF EDUCATIONAL PROCESSES. THE FEDERAL GOVERNMENT IS NOW ENGAGED IN A MULTITUDE OF PROJECTS DESIGNED TO COORDINATE RESEARCH IN EDUCATIONAL IMPROVEMENT. THIS

ENTAILS CONTINUED DEVELOPMENT OF EDUCATIONAL INFORMATION GATHERING SYSTEMS WHERE BUDGET PROGRAMMING IS EXTENSIVELY USED. A THIRD PROBLEM ARISES IN THE MEASUREMENT OF COSTS. DESPITE DIFFICULTIES INVOLVED, OPTIMISM EXISTS TOWARD THE PROSPECT OF DEVELOPING A COMPREHENSIVE QUANTITATIVE MODEL OF THE AMERICAN EDUCATIONAL SYSTEM. THIS PAPER WAS PRESENTED AT THE WASHINGTON OPERATIONS RESEARCH COUNCIL'S COST-EFFECTIVENESS SYMPOSIUM (2D, MARCH 13-14, 1967). (HW)

ED 012 520 EC 000 107
SPECIAL EDUCATION TEACHER APPROVAL PROCEDURES.

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$1.12 28P.

DESCRIPTORS *CERTIFICATION, *SPECIAL EDUCATION, *TEACHER CERTIFICATION, COLLEGE PROGRAMS, ILLINOIS, PROFESSIONAL EDUCATION, QUALIFICATIONS, SCHOOL PSYCHOLOGISTS, SCHOOL SOCIAL WORKERS, SPEECH THERAPISTS, SPRINGFIELD, STATE STANDARDS, TEACHER EDUCATION, MINIMUM TRAINING REQUIREMENTS AND PROCEDURES FOR ILLINOIS CERTI-

FICATION ARE LISTED FOR TEACHERS OF THE PHYSICALLY HANDICAPPED, BLIND, PARTIALLY SEEING, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, MALADJUSTED, MULTIPLY HANDICAPPED, AND HOME-BOUND AND HOSPITALIZED PHYSICALLY HANDICAPPED. TRAINING REQUIREMENTS AND CERTIFICATION PROCEDURES ARE ALSO OUTLINED FOR SPEECH THERAPISTS, SCHOOL SOCIAL WORKERS, AND SCHOOL PSYCHOLOGISTS. ILLINOIS COLLEGES AND UNIVERSITIES OFFERING SPECIAL EDUCATION PROGRAMS IN SPECIFIC AREAS OF SPECIAL EDUCATION ARE LISTED. (CF)

ED 012 521 EC 000 108

A 1966 SUMMER PROGRAM FOR CHILDREN WITH PHYSICAL, MULTIPLE AND MENTAL HANDICAPS, JUNE 22, 1966 - AUGUST 17, 1966. PROGRAM EVALUATION.

MILWAUKEE PUBLIC SCHOOLS, WIS. PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.56 39P.

DESCRIPTORS *MENTALLY HANDICAPPED, *MULTIPLY HANDICAPPED, PHYSICALLY HANDICAPPED, *SUMMER PROGRAMS, CHILDREN, DOMAN DELACATO PROFILE, HAYDEN PHYSICAL FITNESS TEST, MILWAUKEE, PROGRAM EVALUATION, ION.

THIS SUMMER PROGRAM FOR HANDICAPPED CHILDREN WAS DESIGNED TO MEET THE SPECIAL NEEDS OF THESE CHILDREN FOR SOCIALIZATION AND BETTER USE OF LEISURE TIME AND TO PROVIDE DATA WHICH WOULD ENABLE THE DIVISION OF MUNICIPAL RECREATION AND ADULT EDUCATION OF THE MILWAUKEE PUBLIC SCHOOLS TO PLAN FUTURE PROGRAMS. BOTH THE MENTALLY HANDICAPPED CHILDREN'S PROGRAM (54 PARTICIPANTS) AND THE PROGRAM FOR PHYSICALLY OR MULTIPLY HANDICAPPED CHILDREN (51 PARTICIPANTS) CONSISTED OF GAMES, CRAFTS, MUSICAL ACTIVITIES, AND FIELD TRIPS. BASELINE DATA WERE OBTAINED FROM DESCRIPTIONS OF THE CHILDREN BY THE DIRECTOR, THE HAYDEN PHYSICAL FITNESS TEST, AND AN ADAPTATION OF THE DOMAN-DELCATO PROFILE. QUESTIONNAIRES FOR CHILDREN, STAFF, AND PARENTS WERE USED FOR PROGRAM EVALUATION. RESULTS SHOWED THE RANGE OF PHYSICAL FITNESS. THE FOUR CHILDREN TESTED WITH THE DOMAN-DELCATO PROFILE SCORED ON FOUR OF THE FIVE POSSIBLE SCORING LEVELS, EXCLUDING THE HIGHEST LEVEL. CHILDREN'S QUESTIONNAIRE RESULTS SHOWED A HIGHER PERCENTAGE OF HAPPY RESPONSES (THAN EITHER NEUTRAL OR SAD RESPONSES) TO QUESTIONS ABOUT THE PROGRAM. STAFF RATINGS OF THE PROGRAM RANGED FROM SATISFACTORY TO OUTSTANDING. PARENT RESPONSES ALSO INDICATED A HIGH DEGREE OF SATISFACTION. (JZ)

ED 012 522 EC 000 109

A HANDBOOK FOR YOU THE WORKER.

BALTIMORE CITY PUBLIC SCHOOLS, MD.

PUB DATE FEB 66

EDRS PRICE MF-\$0.50 HC-\$2.64 66P.

DESCRIPTORS *EDUCABLE MENTALLY HANDICAPPED, *EMPLOYEE RESPONSIBILITY, *INSTRUCTIONAL MATERIALS, *SECONDARY SCHOOL STUDENTS, *VOCATIONAL EDUCATION, BALTIMORE, JUNIOR HIGH SCHOOL GRADES, SPECIAL EDUCATION,

INTENDED FOR USE BY SECONDARY SCHOOL STUDENTS. THIS HANDBOOK INTRODUCES THE PROSPECTIVE EMPLOYEE TO THE EXPECTATIONS AND ROUTINES OF THE WORKING WORLD. IN SIMPLE NARRATIVE FORM, IT EXPLAINS THE FUNCTIONS OF THE PERSONNEL DEPARTMENT AND PROVIDES INFORMATION ABOUT TIME RECORDS, SALARY AND DEDUCTIONS, WORKING HOURS, SICKNESS, WORKMEN'S COMPENSATION INSURANCE, PERSONAL IDENTIFICATION, VACATIONS, EMERGENCIES, AND SAFETY. PERSONAL CHARACTERISTICS, SUCH AS PUNCTUALITY AND APPEARANCE, ARE DISCUSSED. SAMPLE EMPLOYEE RATING SHEETS ARE INCLUDED. (CF)

ED 012 523 EC 000 111

CAMPBELL, MARION M. AND OTHERS
TEAM TEACHING WITH THE TRAINABLE CHILD, A PILOT PROGRAM.

WORCHESTER PUBLIC SCHOOLS, MASS.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.68 42P.

DESCRIPTORS *SPECIAL EDUCATION, *TEAM TEACHING, *TRAINABLE MENTALLY HANDICAPPED, BLOOMINGDALE SCHOOL, CHILDREN, CURRICULUM GUIDES, FONTANA, PILOT PROJECTS, SLOVER SCHOOL, WORCHESTER.

AN EVALUATION OF THE CURRICULUM AND ORGANIZATION OF THE BLOOMINGDALE SCHOOL FOR TRAINABLE CHILDREN, WORCHESTER, MASSACHUSETTS, WAS MADE BY A COMMITTEE INCLUDING TEACHERS, THE PRINCIPAL, AND AN ADMINISTRATOR OF SPECIAL EDUCATION. FOLLOWING A SURVEY OF THE LITERATURE ON TEAM TEACHING OF THE HANDICAPPED, THE SLOVER SCHOOL, FONTANA, CALIFORNIA, WAS USED AS A MODEL FOR PROPOSED CHANGES. GENERAL OBJECTIVES, ADVANTAGES AND DISADVANTAGES, SAMPLE TIME SCHEDULES, AND CLASS ASSIGNMENT TABLES ARE GIVEN FOR THE PLANNED INTERCHANGE OF CHILDREN ACCORDING TO ABILITIES AND NEEDS. BASIC OBJECTIVES ARE NOTED. THE CURRICULUM IS DEVELOPED ABOUT A FLUID PROGRAM GEARED TO THE DEVELOPMENT OF SOCIAL COMPETENCE IN FIVE TEACHING AREAS: ART, HOME ARTS, LANGUAGE, MUSIC, AND READINESS. GENERAL AND SPECIFIC AIMS AND SUGGESTED ACTIVITIES ARE LISTED FOR EACH AREA. PLANNING AND EVALUATION ARE STRESSED IN DEVELOPING TEAM TEACHING. PHOTOGRAPHS OF THE ACTIVITIES AND A 49-ITEM BIBLIOGRAPHY ARE INCLUDED. (GB)

ED 012 524 EC 000 122

THOMAS, JOHN W.
PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN.

NEWARK STATE SCHOOL, N.Y.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.92 48P.

DESCRIPTORS *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, *PREVOCATIONAL EDUCATION, *SOCIAL ADJUSTMENT, *VOCATIONAL EDUCATION, ADOLESCENTS, CHILDREN, CURRICULUM, NEWARK, RESIDENTIAL CENTERS, SPECIAL EDUCATION, STATE SCHOOLS,

THE AIMS AND OBJECTIVES OF THE NEWARK STATE SCHOOL ARE CLASSIFIED AND RELATED TO SUBJECT AREAS IN A PREFACE TO TWO SEPARATE CURRICU-

LUM OUTLINES FOR SOCIAL AND OCCUPATIONAL ADJUSTMENT. FOR EACH UNIT, SUGGESTED TEACHING CONTENT IS CORRELATED WITH GENERAL AND SPECIFIC OBJECTIVES CATEGORIZED FOR EACH AGE LEVEL--PREPRIMARY (5-8 YEARS), PRIMARY (9-12), JUNIOR INTERMEDIATE (13-14), SENIOR INTERMEDIATE (15-16), AND YOUNG ADULT (17-20). A 15-ITEM REFERENCE LIST OF CURRICULUM MATERIALS IS INCLUDED. (VO)

ED 012 525

EC 000 172

CASEY, RAYMOND P. AND OTHERS
AN EMERGING PROGRAM OF COOPERATIVE EDUCATION FOR THE WARWICK PUBLIC SCHOOLS, GRADES 9-12.

WARWICK SCHOOL DISTRICT, R.I.

REPORT NUMBER WPS-0500

PUB DATE SEP 65

EDRS PRICE MF-\$0.25 HC-\$2.20 35P.

DESCRIPTORS *ADMINISTRATOR RESPONSIBILITY, *COOPERATIVE EDUCATION, *VOCATIONAL DIRECTORS, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, ADOLESCENTS, EDUCABLE MENTALLY HANDICAPPED, FEDERAL LEGISLATION, SECONDARY GRADES, SPECIAL EDUCATION, WARWICK, WORK EXPERIENCE PROGRAMS.

THE DEVELOPMENT OF VARIOUS WARWICK PUBLIC SCHOOLS WORK-STUDY PROGRAMS THROUGH COOPERATION WITH LOCAL BUSINESS AND INDUSTRY LED TO THE CREATION OF THE POSITION OF BUSINESS-INDUSTRY-SCHOOL COORDINATOR (BISC). THE HISTORY OF THE DEVELOPMENT OF THIS POSITION IS TRACED. QUALIFICATIONS FOR THE COORDINATOR ARE GIVEN, AND BISC DUTIES ARE OUTLINED. SPECIAL EMPHASIS IS PLACED ON A COOPERATIVE PROGRAM FOR MENTALLY HANDICAPPED CHILDREN. THE RESPONSIBILITY OF THE BISC TO THE COMMUNITY INVOLVES INTERACTION WITH BUSINESS, LABOR, INDUSTRY, GOVERNMENT, SCHOOL COMMITTEE, SCHOOL ADMINISTRATION, GUIDANCE DEPARTMENT, PARENT, PUPIL, AND TEACHER. GUIDELINES FOR SCHOOL-COMMUNITY RELATIONS ARE PRESENTED. JOB PLACEMENT RESPONSIBILITIES ARE THE DIRECT RESPONSIBILITY OF THE BISC. VARIOUS WORK-STUDY PROGRAMS ARE DISCUSSED. A SPECIAL WORK-EXPERIENCE PROGRAM FOR MENTALLY HANDICAPPED CHILDREN HELPED TO ALLEVIATE THE DROPOUT PROBLEM. THE CHILDREN WORK AND ATTEND CLASS ON AN ALTERNATE-WEEK BASIS. ORIENTATION PERIODS INCLUDE GUEST SPEAKERS AND FIELD TRIPS IN BOTH OCCUPATIONAL AND SUBJECT-MATTER AREAS. TEN SPECIFIC OBJECTIVES AND FIVE CRITERIA FOR STUDENT SELECTION ARE LISTED. THE BISC WAS ALSO MADE RESPONSIBLE FOR THE INVESTIGATION, EVALUATION, AND IMPLEMENTATION OF FEDERAL AND STATE LEGISLATION PERTAINING TO EDUCATION. FEDERAL LEGISLATION APPLICABLE TO THE WARWICK WORK-STUDY PROGRAM IS OUTLINED. A 13-ITEM BIBLIOGRAPHY IS INCLUDED. (RS)

ED 012 526

EC 000 175

COWLES, ANNA AND OTHERS
PRE-VOCATIONAL PREPARATION OF EXCEPTIONAL CHILDREN AND YOUTH IN THE CITY OF EVERETT, WASHINGTON.
EVERETT SCHOOL DISTRICT, WASH.
PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$1.56 38P.

DESCRIPTORS *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, EVERETT, ON THE JOB TRAINING, PREVOCATIONAL EDUCATION, SPECIAL EDUCATION.

PARTICIPANTS IN THE EVERETT HIGH SCHOOLS JOB THRESHOLD PROGRAM ARE SELECTED INDIVIDUALLY FOLLOWING COMPLETION OF THE 3-YEAR, JUNIOR HIGH SCHOOL, SPECIAL EDUCATION PROGRAM. THE 3-YEAR PROGRAM COMBINES CLASSWORK WITH ON-THE-JOB TRAINING AND WORKS TOWARD REGULAR FULL-TIME EMPLOYMENT OF STUDENTS AT THE COMPLETION OF THE PROGRAM. PROGRAM OBJECTIVES, ELIGIBILITY REQUIREMENTS, CLASS-JOB SCHEDULES, AND ADMINISTRATIVE RESPONSIBILITIES ARE PRESENTED. SPECIFIC CURRICULUM GUIDES DEVELOPED TO PREPARE THE STUDENT FOR FULL-TIME RESPONSIBILITIES IN THE OCCUPATIONAL WORLD ARE INCLUDED. (VO)

ED 012 527

EC 000 200

SPEECH AND HEARING PROGRAMS, ORGANIZATIONAL AND ADMINISTRATIVE MANUAL.

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$1.40 35P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *MANUALS, *ORGANIZATION, *SPEECH AND HEARING PROGRAMS, ADMINISTRATOR RESPONSIBILITY, AUDIOMETRISTS, HEARING THERAPISTS, RECORDS (FORMS), ROCKVILLE, SPECIAL EDUCATION TEACHERS, SPEECH THERAPISTS.

THIS HANDBOOK OUTLINES THE PRACTICES AND PROCEDURES IN THE OPERATION OF THE SPEECH AND HEARING PROGRAMS IN THE MONTGOMERY COUNTY, MARYLAND, SCHOOL SYSTEM AND DESCRIBES THE DUTIES AND RESPONSIBILITIES OF THE SUPERVISOR OF THE SPEECH AND HEARING PROGRAMS, SPEECH AND HEARING THERAPIST, HEARING THERAPIST, SPECIAL CLASS TEACHER, AND AUDIOMETRIST. A DESCRIPTION OF THE PLAN OF OPERATION WITHIN SCHOOLS COVERS GENERAL OPERATING PROCEDURE, SCREENING, CASE SELECTION, THERAPY SCHEDULES, CONFERENCES, DISMISSALS FROM THERAPY, AND ESSENTIAL FACILITIES AND EQUIPMENT. COPIES OF 11 FORMS USED BY SPEECH AND HEARING PERSONNEL ARE INCLUDED. (FL)

ED 012 528

EC 000 290

SMITH, BERT KRUGER
NO LANGUAGE BUT ACRY.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMOTIONALLY DISTURBED, *PARENT ROLE, *RESIDENTIAL CENTERS, *SPECIAL SCHOOLS, CHILDREN, HAWTHORNE CENTER, LEAGUE SCHOOL, MENTAL HEALTH, PARENT CHILD RELATIONSHIP, REHABILITATION, SONIA SHANKMAN ORTHOGENIC SCHOOL, SPECIAL CLASSES, SPECIAL EDUCATION, THERAPEUTIC ENVIRONMENT, TREATMENT.

WRITTEN FOR PARENTS, THIS BOOK IS INTENDED TO PROVIDE UNDERSTANDING OF THE DISTURBED CHILD. SYMPTOMS OF EMOTIONAL DISTURBANCE AS THEY APPEAR FROM INFANCY THROUGH

ADOLESCENCE ARE LISTED AND POSSIBLE CAUSES NOTED. PARENTS ARE TOLD HOW TO OBTAIN PROFESSIONAL HELP AND THE KINDS OF SERVICES THAT ARE AVAILABLE. EDUCATIONAL AND TREATMENT ASPECTS OF FACILITIES, INCLUDING SPECIAL CLASSES, SPECIAL SCHOOLS, DAY CENTERS, FOSTER HOMES, RESIDENTIAL CENTERS, AND HOSPITALS, ARE DISCUSSED. PROGRAMS OF THREE TREATMENT CENTERS (THE LEAGUE SCHOOL, THE SONIA SHANKMAN ORTHOGENIC SCHOOL, AND THE HAWTHORNE CENTER) ARE DESCRIBED. RECOMMENDATIONS FOR PREVENTION AND TREATMENT ARE MADE. THIS DOCUMENT IS AVAILABLE FROM BEACON PRESS, 25 BEACON STREET, BOSTON, MASSACHUSETTS 02108, 185 PAGES, FOR \$5.00. (MY)

ED 012 529

EC 000 291

HOVET, MARY R. PUMPHREY, FRANKLIN

SPECIAL EDUCATION TEACHER'S RESOURCE GUIDE FOR EDUCABLE MENTALLY RETARDED CHILDREN.

HOWARD COUNTY BOARD OF EDUC., ELLICOTT CITY, MD.

PUB DATE JUN 66

EDRS PRICE MF-\$0.50 HC-\$4.80 120P.

DESCRIPTORS *EDUCABLE MENTALLY HANDICAPPED, *HANDWRITING INSTRUCTION, *READING INSTRUCTION, *TEACHING TECHNIQUES, *WORD RECOGNITION, CURRICULUM GUIDES, ELEMENTARY GRADES, ELLICOTT CITY, PROGRAM PLANNING, RESOURCE GUIDES, SECONDARY GRADES, SPECIAL EDUCATION, TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS).

AS A SOURCE OF INFORMATION AND TECHNIQUES ABOUT THE EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED, THIS TEACHING GUIDE DISCUSSES TEACHER PLANNING, ADJUSTMENT OF INSTRUCTION TO MEET THE NEEDS OF THESE STUDENTS, TEACHING TECHNIQUES, AND EVALUATION. PROCEDURES ARE LISTED FOR INSTRUCTION IN READING, WORD RECOGNITION, HANDWRITING, SPELLING, ARITHMETIC, CREATIVE SKILLS, AND SOCIAL STUDIES. TEN RESOURCE UNITS EMPHASIZING SOCIAL STUDIES FOR PRIMARY, ELEMENTARY, AND MIDDLE EDUCATIONAL LEVELS ARE OUTLINED WITH APPROPRIATE ACTIVITIES AND RESOURCES. ALSO INCLUDED ARE A GLOSSARY OF TERMS, SUGGESTIONS TO SPECIAL SUBJECT TEACHERS WORKING WITH EDUCABLE STUDENTS, AND AN OUTLINE OF THE SPECIAL EDUCATION CURRICULUM IN THE HIGH SCHOOL. (JK)

ED 012 530

EC 000 362

ALLEN, ROBERT M.

VARIABLES IN PERSONALITY THEORY AND PERSONALITY TESTING, AN INTERPRETATION.

REPORT NUMBER AMER-LECT-SER-619

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR THEORIES, *PERSONALITY ASSESSMENT, *PERSONALITY STUDIES, *PERSONALITY THEORIES, MOTIVATION, PERCEPTION, PERSONALITY DEVELOPMENT.

DESIGNED TO GIVE THE READER SOME OF THE DIFFICULTIES OF INTEGRATING PERSONALITY VARIABLES, THEORY, AND TESTING, THIS BOOK DISCUSSES THE DUAL ORIENTATION OF PSYCHOLOGY AS A SCIENTIFIC DISCIPLINE AND AS AN

APPLIED SKILL. EXAMPLES OF BOTH NOMOTHETIC AND IDIOGRAPHIC THEORIES OF PERSONALITY ARE CONSIDERED. THE HISTORICAL DEVELOPMENT AND DEBATE SURROUNDING TYPE-TRAIT THEORIES IS DOCUMENTED AND EVALUATED. PSYCHOLOGICAL AND NONPSYCHOLOGICAL DEFINITIONS OF PERSONALITY ARE REVIEWED. PARTICULAR TRAIT AND TYPE THEORIES ARE CLASSIFIED AND THEIR APPLICATION CONSIDERED. THE HISTORICAL DEVELOPMENT OF THE USE OF FACTOR ANALYSIS AND ITS LIMITATIONS ARE REVIEWED. IDIOGRAPHIC THEORIES ARE HISTORICALLY TRACED AND THEIR RELATION TO BEHAVIORAL ANALYSIS AND CHANGE WEIGHED. IN A DISCUSSION OF THE PRINCIPLES AND CONCEPTS OF PERCEPTION AND MOTIVATION IN HUMAN BEHAVIOR, EXPERIMENTS ARE CITED AND APPLICATION TO PERSONALITY ASSESSMENT IS MADE. A 106-ITEM REFERENCE LIST IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, 105 PAGES, FOR \$5.50. (CF)

ED 012 531 **EC 000 371**

MORIARTY, ALICE E.

CONSTANCY AND IQ CHANGE, A CLINICAL VIEW OF RELATIONSHIPS BETWEEN TESTED INTELLIGENCE AND PERSONALITY.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COGNITIVE DEVELOPMENT, *COGNITIVE MEASUREMENT, *COGNITIVE TESTS, *INTELLIGENCE QUOTIENT, *INTELLIGENCE TESTS, CASE STUDIES (EDUCATION), CHILDREN, STANFORD BINET INTELLIGENCE SCALE, TESTING.

A QUALITATIVE AND CLINICAL ANALYSIS OF COGNITIVE FUNCTIONING WAS DETERMINED BY ADMINISTRATION OF THE STANFORD-BINET INTELLIGENCE SCALE AND THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN TO A SAMPLE OF 65 NORMAL CHILDREN. EXAMINATIONS AND OBSERVATIONS WERE MADE FOR EACH CHILD DURING HIS INFANCY, PRESCHOOL, LATENCY, AND PREPUBERTY PERIODS. ANALYSIS OF THE RESULTS REVEALED THAT THE CHILDREN FELL INTO FOUR GROUPS ALLOWING FORMULATION OF FOUR HYPOTHESES. CHILDREN WHOSE INTELLIGENCE QUOTIENT SCORES REMAINED CONSTANT AND WHO FUNCTIONED RELATIVELY UNIFORMLY IN VERBAL AND PERFORMANCE TEST SECTIONS (40 PERCENT OF SAMPLE) TENDED TO MEET THE WORLD PRIMARILY BY A PROCESS OF AVOIDANCE AND RESTRAINT. CHILDREN WHOSE SCORES SHOWED ONE OR MORE PERIODS OF ACCELERATION OR PRECOCITY FOR CERTAIN COGNITIVE SKILLS (25 PERCENT OF SAMPLE) USUALLY MET THE WORLD BY ACTIVE MOBILIZATION AND SUBLIMATION OF NEEDS INTO A WIDE RANGE OF INTERESTS. CHILDREN WHOSE TEST SCORES WERE LOW OR SHOWED SPECIFIC DEFICIENCIES (9 PERCENT OF SAMPLE) SEEMED TO BE OVERLY DEPENDENT AND IN NEED OF AN UNUSUAL AMOUNT OF SUPPORT AND ENCOURAGEMENT. CHILDREN WHOSE TEST SCORES WERE SUBJECT TO IRREGULAR FLUCTUATION OR DECLINED WITH AGE, OR WHO SHOWED IMBALANCED COGNITIVE SKILLS (26 PERCENT OF SAMPLE) WERE THE MOST VULNERABLE TO ENVIRONMENTAL STRESS. TEST BEHAVIOR OVER TIME MAY REFLECT DYNAMIC INTERAC-

TION BETWEEN CHILD AND ENVIRONMENT. RECORDS OF INDIVIDUAL CHILDREN ARE DISCUSSED. TEST BEHAVIOR FOR EACH DEVELOPMENTAL STAGE IS ANALYZED. A 127-ITEM REFERENCE LIST IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, 231 PAGES, FOR \$8.50. (JA)

ED 012 532 **EC 000 386**

CRUICKSHANK, WILLIAM M. AND OTHERS

CEREBRAL PALSY, ITS INDIVIDUAL AND COMMUNITY PROBLEMS.

PUB DATE 25 APR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CEREBRAL PALSY, *MULTIPLY HANDICAPPED, AURAL HANDICAPS, BENDER GESTALT TEST, CLINICAL DIAGNOSIS, COMMUNITY ATTITUDES, COMMUNITY PLANNING, EMPLOYMENT, INTELLIGENCE TESTS, LANGUAGE HANDICAPS, MEDICAL SERVICES, MENTAL RETARDATION, OCCUPATIONAL THERAPY, PARENT ATTITUDES, PARENT EDUCATION, PERSONALITY, PHYSICAL THERAPY, SOCIAL WORK, SPECIAL COUNSELORS, SPECIAL EDUCATION, SPEECH HANDICAPS, SYRACUSE VISUAL FIGURE BACKGROUND, VISUAL HANDICAPS, VOCATIONAL COUNSELING, VOCATIONAL REHABILITATION.

IN THIS REVISED EDITION, ILLUSTRATED WITH 98 FIGURES AND TABLES, SOME ORIGINAL CHAPTERS HAVE BEEN EXPANDED, AND NEW CHAPTERS HAVE BEEN ADDED. CONTRIBUTING AUTHORS ARE LISTED, AND INCLUDE EDUCATORS, CLINICAL WORKERS, AND ADMINISTRATORS IN THE FIELD OF CEREBRAL PALSY. REFERENCES AND NOTES CONCLUDE EACH CHAPTER, AND SEVERAL CHAPTERS HAVE SECTIONS ON RELATED READING, A GENERAL INDEX AND AN AUTHOR INDEX FOLLOW THE TEXT. CHAPTERS ARE LISTED UNDER GENERAL AREA HEADINGS—(1) DIAGNOSIS AND ASSESSMENT (SCOPE OF THE PROBLEM, MEDICAL ASPECTS, INTELLIGENCE EVALUATION, PERSONALITY CHARACTERISTICS), (2) AVENUES TO COMMUNICATION (SPEECH AND LANGUAGE PROBLEMS, HEARING PROBLEMS, VISUAL DISORDERS), (3) THERAPY AND EDUCATION (PHYSICAL THERAPY, OCCUPATIONAL THERAPY, EDUCATIONAL PLANNING, MENTAL RETARDATION), AND (4) PLANNING FOR LIFE ADJUSTMENT (PARENT COUNSELING AND EDUCATION, SOCIAL CASEWORK, VOCATIONAL GUIDANCE, EMPLOYMENT, TOTAL COMMUNITY PLANNING FOR INDIVIDUALS WITH CEREBRAL PALSY). THE BOOK IS INTENDED FOR STUDENTS, PROFESSIONAL WORKERS, AND OTHERS INTERESTED IN THE PROBLEMS OF CEREBRAL PALSY. THIS DOCUMENT IS AVAILABLE FROM THE SYRACUSE UNIVERSITY PRESS, BOX 87, UNIVERSITY STATION, SYRACUSE, NEW YORK 13210, 718 PAGES, FOR \$10.95. (JD)

ED 012 533 **EC 000 393**

BOWERS, ROBERT

SOME SUGGESTED SOURCES OF EQUIPMENT AND TEACHER AIDS FOR PARTIALLY SEEING CHILDREN.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

REPORT NUMBER NSPB-PUB-302

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOVISUAL AIDS, *EQUIPMENT, *INSTRUCTIONAL MATERIALS, *LARGE TYPE MATERIALS, *PARTIALLY SIGHTED, NEW YORK CITY, SPECIAL EDUCATION.

THIS PAMPHLET LISTS SOURCES WHICH PRODUCE (1) PRINTED MATERIAL SUCH AS BOOKS, TESTS, AND SHEET MUSIC USING APPROXIMATELY 18 TO 24 POINT PRINT SIZE, (2) FURNITURE AND SUCH MECHANICAL DEVICES AS EQUIPMENT TO FACILITATE THE EDUCATION OF PARTIALLY SEEING CHILDREN, AND (3) AUDIOVISUAL AIDS INCLUDING EQUIPMENT, RECORDINGS, AND FILMS. INCLUDED IS A 27-ITEM BIBLIOGRAPHY ON VISION, VISUAL HANDICAPS, AND THE EDUCATION OF THE VISUALLY HANDICAPPED. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC., 16 EAST 40TH STREET, NEW YORK, NEW YORK 10016, FOR \$0.15. (KH)

ED 012 534 **EC 000 394**

GIBBONS, HELEN AND OTHERS

GUIDELINES FOR THE PRODUCTION OF MATERIAL IN LARGE TYPE.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

REPORT NUMBER NSPB-PUB-317

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GUIDELINES, *INSTRUCTIONAL MATERIALS, *LARGE TYPE MATERIALS, *MATERIAL DEVELOPMENT, *PARTIALLY SIGHTED, NEW YORK CITY, SPECIAL EDUCATION.

PARTIALLY SIGHTED INDIVIDUALS REQUIRE CLEAR, LARGE (BETWEEN 18 AND 24 POINT) TYPE. INSTRUCTIONS ARE GIVEN FOR TYPE, PAPER, AND FORMAT IN PRODUCTION OF LARGE-TYPE MATERIALS BY TYPEWRITER. TECHNIQUES OF DIRECT AND INDIRECT OFFSET PRINTING, PHOTOGRAPHIC ENLARGEMENT, AND MICROFILMING ARE DESCRIBED. SIX AGENCIES WHICH PROVIDE INFORMATION ON LARGE TYPE ARE LISTED. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC., 16 EAST 40TH STREET, NEW YORK, NEW YORK 10016, FOR \$0.35. (CG)

ED 012 535 **EC 000 404**

VUILLENOT, L.D.

INTERMEDIATE SCHOOL DISTRICT—IMPLICATIONS FOR SPECIAL EDUCATION.

LAKE COUNTY SPECIAL EDUC. DIST., GURNEE, ILL.

PUB DATE 29 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.44 11P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *PROGRAM DESCRIPTIONS, *PROGRAM PLANNING, *SPECIAL EDUCATION, ADOLESCENTS, GURNEE, HANDICAPPED, HANDICAPPED CHILDREN.

THE COMPOUNDING PROBLEMS OF A SPECIAL EDUCATION PROGRAM IN A SCHOOL DISTRICT OF LESS THAN 15,000 POPULATION ARE OUTLINED BY THE DIRECTOR OF SPECIAL EDUCATION IN AN INTERMEDIATE SCHOOL DISTRICT IN ILLINOIS. A VARIETY OF ADAPTIVE ORGANIZATIONAL STRUCTURES IS CONSIDERED. THE DEVELOPMENT SINCE 1959-60 OF THE SPECIAL EDUCATION DISTRICT WHICH NOW SERVES 46 SCHOOL DISTRICTS IN LAKE COUNTY, ILLINOIS, AND INCLUDES 123 PERSONNEL IS DESCRIBED WITH AN ACCOMPANYING TABLE PERSCRIBING THE NUMBER OF PROFES-

SIONAL WORKERS NEEDED IN EACH AREA OF HANDICAP FOR A BASE POPULATION OF 15,000. (DF)

ED 012 536

EC 000 465

LINKOUS, L.W.

THE PILOT PROGRAM FOR THE EMOTIONALLY DISTURBED IN TEXAS. PROGRESS REPORT FOR 1965-1966.

TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *EMOTIONALLY DISTURBED, *STATE PROGRAMS, ADOLESCENTS, AUSTIN, CHILDREN, PILOT PROJECTS, SPECIAL EDUCATION, STATE LEGISLATION, TEXAS.

DURING THE 1965-66 SCHOOL YEAR, 20 CLASSES FOR THE EMOTIONALLY DISTURBED (IN PUBLIC SCHOOLS, MENTAL HEALTH CENTERS, AND HOSPITALS) ENROLLED 253 CHILDREN IN THIS PILOT PROGRAM. EVIDENCE OF NEUROLOGICAL DYSFUNCTION WAS FOUND IN 37 PERCENT OF THE STUDENTS. PSYCHIATRISTS CATEGORIZED THE STUDENTS AS HAVING TRANSIENT SITUATIONAL PERSONALITY DISORDERS (35 PERCENT), HAVING PERSONALITY DISORDERS (28 PERCENT), HAVING BRAIN DISORDERS (9 PERCENT), PSYCHOTIC (12 PERCENT), AND NEUROTIC (16 PERCENT). THE FISH AND SHAPIRO TYPOLOGY SHOWED GROSSLY UNINTEGRATED FUNCTIONING (15 PERCENT), IMMATURE, POORLY INTEGRATED FUNCTIONING (27 PERCENT), ORGANIZED BEHAVIOR WITH DEGREES OF ANXIETY AND INADEQUACY (46 PERCENT), AND ORGANIZED BUT ANTISOCIAL BEHAVIOR (12 PERCENT). THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN YIELDED AN AVERAGE PERFORMANCE SCORE OF 96 AND AN AVERAGE VERBAL SCORE OF 98. SOME STUDENTS (73 PERCENT) AND PARENTS (62 PERCENT) RECEIVED THERAPY. TESTING RESULTS BEFORE AND AFTER THE PROGRAM SHOWED THAT STUDENTS MADE ACADEMIC GAINS IN THE STANFORD ACHIEVEMENT BATTERY. THERE WAS NO RELATIONSHIP BETWEEN TYPE OF CLASS (PUBLIC SCHOOL, MENTAL HEALTH CENTER, HOSPITAL) AND GROWTH MEASURED BY THE PARAGRAPH MEANING TEST, BUT SUCH A RELATIONSHIP DID EXIST FOR THE SPELLING, ARITHMETIC COMPUTATION, AND ARITHMETIC CONCEPTS TESTS. NO RELATIONSHIP WAS FOUND BETWEEN ACADEMIC GROWTH AND CLINICAL CLASSIFICATIONS, VERBAL-PERFORMANCE IQ PATTERNS, PERCENTAGE OF ATTENDANCES, NEUROLOGICAL INVOLVEMENT, INVOLVEMENT IN PSYCHOTHERAPY, OR SEX OF STUDENT. THERE WAS A TREND TOWARD THE ASSOCIATION OF GROWTH SCORES ON THE SPELLING TEST WITH THE STANDARD PSYCHIATRIC DIAGNOSTIC CATEGORIES. PROBLEM BEHAVIOR SIGNIFICANTLY DECREASED. IT WAS RECOMMENDED THAT THE LEGISLATURE (1) RAISE THE AGE LIMIT OF PROGRAMS FOR THE EMOTIONALLY DISTURBED FROM 17 TO 21 YEARS, (2) EXPAND THE PROGRAM TO 50 CLASSES FOR 1967-68, TO 70 CLASSES IN 1969-70, AND, THEREAFTER, TO THE NUMBER DETERMINED BY THE STATE BOARD OF EDUCATION, AND (3) PROVIDE A \$2,000 ALLOCATION PER CLASS (OR A \$1,600 ALLOCATION FOR HOSPITAL CLASSES) FOR OPERATING FUNDS. (DE)

ED 012 537

EC 000 491

DOCTOR, POWRIEVAUX BENSON, ELIZABETH E.

DIRECTORY OF SERVICES FOR THE DEAF IN THE UNITED STATES.

CONFERENCE OF EXECUTIVES OF AM. SCHOOLS FOR DEAF

PUB DATE MAY 67

EDRS PRICE MF-\$2.00 HC-\$20.56 514P.

DESCRIPTORS *CLINICS, *DEAF, *SPECIAL CLASSES, *SPECIAL SCHOOLS, *TEACHER EDUCATION, DEAF RESEARCH, DIRECTORIES, HEARING THERAPY, ORGANIZATIONS (GROUPS), PUBLICATIONS, RESIDENTIAL CENTERS, SERVICES, SPECIAL EDUCATION, SPEECH THERAPY, STATE PROGRAMS, STUDENT TEACHERS, TEACHERS, TEACHERS COLLEGES, UNITED STATES.

THE DIRECTORY CONTAINS INFORMATION FOR THE DEAF AND PERSONS WORKING WITH THE DEAF. CERTIFIED TEACHERS OF THE DEAF (INCLUDING CANADA) AND STUDENT TEACHERS (BY COLLEGE OR UNIVERSITY) ARE LISTED. PERSONS TEACHING COURSES ON EDUCATION OF THE DEAF AND TEACHERS COLLEGES ARE LISTED ALONG WITH PERTINENT INFORMATION. A DIRECTORY OF SERVICES INCLUDES RELIGIOUS WORK, ORGANIZATIONS OF AND FOR THE DEAF, ADULT EDUCATION, INTERNATIONAL PROGRAMS, CHILDREN'S SUMMER CAMPS, REHABILITATION AND PROFESSIONAL PERSONNEL, REHABILITATION FACILITIES, TRAINING PROGRAMS, WORKSHOPS, MEETINGS AND INSTITUTES, RESEARCH PROJECTS, DOCTORAL DISSERTATIONS, AND MASTER'S THESES. THERE IS A REVIEW OF PUBLICATIONS AND A LIST OF PERIODICALS (INCLUDING CANADA). STATE DEPARTMENTS OF EDUCATION HAVING SPEECH AND HEARING PROGRAMS AND STATE DEPARTMENTS OF HEALTH WITH HEARING CONSERVATION PROGRAMS ARE NOTED ALONG WITH PERTINENT INFORMATION. THE DIRECTORY OF SCHOOLS AND CLASSES FOR THE DEAF (INCLUDING CANADA) LISTS TABULATED INFORMATION ABOUT SCHOOLS, PUPILS, TEACHERS, AND FINANCES. SPEECH AND HEARING CLINICS (INCLUDING CANADA) ARE LISTED WITH INFORMATION ON STAFF, PUPILS, AND SERVICES. LOCAL DEPOSITORIES OF CAPTIONED FILMS FOR THE DEAF AND A DIRECTORY OF INSTRUCTIONAL MATERIALS CENTERS ARE INCLUDED. THIS DOCUMENT WAS PUBLISHED AS AN ISSUE OF "AMERICAN ANNALS OF THE DEAF," VOLUME 112, NUMBER 3, MAY 1967, AND IS ALSO AVAILABLE FROM EDITOR, AMERICAN ANNALS OF THE DEAF, GALLAUDET COLLEGE, WASHINGTON, D.C. 20002, FOR \$3.00. (MY)

ED 012 538

EC 000 512

FEARON, ROSSE.

SENSORY DISORDERS, SPEECH DEFECTS AND PHYSICAL HANDICAPS. CATALOG OF LIBRARY ACCESSIONS.

FARMINGTON STATE COLL., MAINE

PUB DATE 01 OCT 66

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *BIBLIOGRAPHIES, *NEUROLOGICAL DEFECTS, *PHYSICAL HANDICAPS, *SPECIAL EDUCATION, *SPEECH HANDICAPS, BOOKLISTS, FARMINGTON, NEUROLOGICALLY HANDICAPPED, PHYSICALLY HANDICAPPED, PUBLICATIONS, SPEECH HANDICAPPED.

AS PART OF A SERIES OF SUBJECT CATALOGS LISTING SPECIAL EDUCATION HOLDINGS AT THE MANTOR LIBRARY AT FARMINGTON STATE COLLEGE, THIS PUBLICATION LISTS 877 DOCUMENTS CONCERNING SENSORY DISORDERS, SPEECH HANDICAPS, AND PHYSICAL HANDICAPS.

ONE SECTION OF DOCUMENTS IS LISTED BY DEWEY DECIMAL CLASSIFICATION NUMBER. ANOTHER SECTION OF VERTICAL FILE MATERIALS IS LISTED ALPHABETICALLY BY AUTHOR OR INSTITUTION SOURCE. MATERIALS RANGE FROM 1892 TO 1966 AND INCLUDE GENERAL AND SPECIFIC TEXTS, PROCEEDINGS, RESEARCH REPORTS, LEGISLATIVE AND ADMINISTRATIVE REPORTS, SERVICE DIRECTORIES, BIBLIOGRAPHIES, AND REPORTS ON TRAINING PROGRAMS. SUBJECTS REPRESENTED ARE INCIDENCE AND CAUSES OF DISORDERS, EVALUATION, THEORY, ANATOMY AND PHYSIOLOGY, SPEECH AND LANGUAGE DEVELOPMENT, REHABILITATION, PSYCHOLOGICAL AND MEDICAL ASPECTS, EDUCATION, PARENT EDUCATION, VOCATIONAL GUIDANCE, SOCIAL SERVICE, RECREATION, RESEARCH, AND PROFESSIONAL TRAINING. THIS ARTICLE WAS PUBLISHED IN THE "SPECIAL EDUCATION BULLETIN" OF FARMINGTON STATE COLLEGE, VOLUME 4, NUMBER 3B, OCTOBER 1, 1966. (MY)

ED 012 539

EC 000 521

REES, MARYJANE AND OTHERS

AN EVALUATION OF SPEECH AND HEARING PROBLEMS IN THE SCHOOLS, RESEARCH PROBLEMS AND CAPABILITIES OF A RESEARCH CENTER FOR RESOLVING ISSUES PERTAINING TO SCHOOL PROGRAMS.

AMERICAN SPEECH AND HEARING ASSN., WASHINGTON, D.C.

REPORT NUMBER BR-5-0408

PUB DATE 30 JAN 67

EDRS PRICE MF-\$1.00 HC-\$10.12 253P.

DESCRIPTORS *RESEARCH AND DEVELOPMENT CENTERS, *SPEECH AND HEARING PROGRAMS, *SPEECH THERAPISTS, ARTICULATION (SPEECH), AURALLY HANDICAPPED, CERTIFICATION, DISTRICT OF COLUMBIA, HEARING TESTS, PROFESSIONAL TRAINING, PROGRAM EVALUATION, PUBLIC SCHOOLS, RESEARCH PROBLEMS, SPEECH HANDICAPPED, SPEECH HANDICAPS, SPEECH TESTS, SPEECH THERAPY, STUTTERING, GRANT OEG-32-18-0000-1026

RESEARCH IS NEEDED TO DETERMINE THE AGE AT WHICH A CHILD WITH A FUNCTIONAL ARTICULATORY DISORDER SHOULD BEGIN THERAPY AND THE FREQUENCY OF THERAPY. THE AUTHORS REJECTED THE SURVEY METHOD BECAUSE OF ITS MANY LIMITATIONS. RESEARCH, USING THE EXPERIMENTAL APPROACH, WAS PLANNED TO SCREEN 30,000 CHILDREN, 724 OF WHOM WOULD BE ASSIGNED TO THERAPY, SPECIAL ATTENTION, OR UNTREATED GROUPS. GRADE OF BEGINNING THERAPY AND NUMBER OF SESSIONS WOULD BE VARIED. RESULTS OF THE RESEARCH WOULD SHOW WHETHER THERAPY WAS MORE EFFECTIVE THAN VICARIOUS LEARNING AND, IF SO, WHEN AND HOW THERAPY SHOULD BE IMPLEMENTED. NOTING THAT THIS EXPERIMENTAL PROGRAM WAS NARROW IN SCOPE, THE AUTHORS FELT A NEW, MORE COMPREHENSIVE APPROACH WAS NEEDED. PLANS FOR THE EXPERIMENTAL PROGRAM WERE SET ASIDE, AND THE AUTHORS DEVELOPED A MODEL FOR A RESEARCH CENTER FOR SCHOOL SPEECH THERAPISTS. EIGHT PROJECTS WERE UNDERTAKEN TO TEST THE PLAN TO DETERMINE IF IT COULD EVOLVE INFORMATION NEEDED FOR DETERMINING STANDARDS FOR SCHOOL SPEECH AND HEARING PROGRAMS. PROJECTS INVOLVED SCHOOL EXPERIENCE AND PREPARATION IN TEST ADMINISTRATION FOR STUDENT SPEECH THERAPISTS, CHARACTER-

ISTICS OF PUPILS RECEIVING SPEECH AND HEARING THERAPY, ASSESSING ORAL COMMUNICATION SKILLS, PROSPECTUSES (FOR STUDIES OF STUTTERING, EFFECTS OF THERAPY, REMISSION OF "R" ERRORS, AND REMISSION OF "S" ERRORS), COORDINATED RESEARCH, AND TEACHERS' RANKING OF CHILDREN'S PARTICIPATION IN DISCUSSIONS. FUNCTIONS OF A RESEARCH CENTER ARE DESCRIBED. HOW SUCH CENTERS CAN ENCOURAGE AND AID THE SCHOOL SPEECH THERAPIST WITH RESEARCH PROJECTS IS SHOWN. INCLUDED ARE A 100-ITEM BIBLIOGRAPHY AND A CASE-RECORD ABSTRACT FORM WITH INSTRUCTIONS FOR USE. (JD)

ED 012 540 EC 000 543

SILVERMAN, TOBY ROSALYN
CATEGORIZATION BEHAVIOR AND ACHIEVEMENT IN DEAF AND HEARING CHILDREN.

NEW YORK UNIV., N.Y., SCH. OF EDUCATION

REPORT NUMBER BR-6-8024

PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$2.72 68P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CLASSIFICATION, *COGNITIVE PROCESSES, *COGNITIVE TESTS, *DEAF, ADOLESCENTS, CHILDREN, NEW YORK CITY, TRIPLE MODE TEST OF CATEGORIZATION, GRANT OEG-32-42-0990-6030

THE TRIPLE MODE TEST OF CATEGORIZATION (TMT-CAT), A COPY OF WHICH IS INCLUDED WITH THIS DOCUMENT, WAS CONSTRUCTED AND VALIDATED TO MEASURE THREE MAJOR MODES OF CATEGORIZATION POSTULATED BY VYGOTSKY. THE TMT-CAT CONTAINS 121 TEST ITEMS WHICH ARE PICTURES IN FORCED-CHOICE-PAIR COMPARISONS. THE CHILD MUST INDICATE PLACEMENT OF A STIMULUS PICTURE IN ONE PICTURE OF THE PAIR. PAIRED PICTURES REPRESENT THREE CATEGORIES-SUPERORDINATE, FUNCTIONAL, AND ASSOCIATIVE. THIS INSTRUMENT, ALONG WITH THE STANFORD ACHIEVEMENT READING TEST, WAS ADMINISTERED TO 313 HEARING CHILDREN, 225 TYPICALLY DEAF CHILDREN, AND 27 SPECIAL CLASS DEAF CHILDREN, TO DETERMINE WHETHER THE DEAF EXHIBIT SIMILAR MODES AT THE SAME DEVELOPMENTAL LEVELS AS HEARING CHILDREN. MODES OF CATEGORIZATION WERE STUDIED AT DIFFERENT ACHIEVEMENT LEVELS OF DEAF AND HEARING CHILDREN TO DETERMINE WHETHER THESE MODES CONTRIBUTE TO DIFFERENTIAL SCHOLASTIC ACHIEVEMENT. CATEGORIZATION SCORES OF ALL CHILDREN WERE ANALYZED BY FACTORIAL ANALYSES OF VARIANCE AND THROUGH CORRELATION ANALYSIS. DIFFERENT DEVELOPMENTAL PATTERNS WERE OBSERVED IN THE CATEGORIZATION MODES OF DEAF AND HEARING CHILDREN. WITH INCREASING AGE, SUPERORDINATE AND ASSOCIATIVE RESPONDING DECREASED, WHILE FUNCTIONAL RESPONDING INCREASED IN DEAF CHILDREN. WITH INCREASES IN GRADE AVERAGE, SIMILAR RESULTS WERE OBTAINED. FOR HEARING CHILDREN, INCREASING AGE WAS ACCOMPANIED BY INCREASED SUPERORDINATE RESPONDING, DECREASED ASSOCIATIVE RESPONDING, AND STABLE FUNCTIONAL RESPONDING. THIS SAME PATTERN EMERGED FOR GRADE AVERAGE AND MODES OF CATEGORIZATION. WHEN DEAF AND HEARING CHILDREN

WERE MATCHED EXACTLY ON READING ACHIEVEMENT SCORES, ALL DIFFERENCES IN CATEGORIZATION BEHAVIOR DISAPPEARED BETWEEN THESE GROUPS. SIMILARLY, WHEN SPECIAL CLASS DEAF CHILDREN WERE MATCHED WITH THEIR READING ACHIEVEMENT COUNTERPARTS IN THE REGULAR CLASSROOMS, NO DIFFERENCES WERE OBSERVED IN THE CATEGORIZATION BEHAVIOR OF THESE GROUPS. VYGOTSKY'S MODEL WAS PARTIALLY CONFIRMED BY THE RESULTS. THE RESULTS ALSO SUGGESTED THAT DEFICIENCIES IN CATEGORIZATION BEHAVIOR MAY CONTRIBUTE TO DEFICIENT LANGUAGE PERFORMANCE IN THE DEAF CHILD. INCLUDED IS A LIST OF 13 REFERENCES. (AUTHOR)

ED 012 541

POLICY AND PROCEDURE FOR A VOCATIONAL EDUCATION WORK-STUDY PROGRAM FOR SEVERELY MENTALLY RETARDED PUPILS.

SANTA CRUZ COUNTY Supt. OF SCHOOLS, CALIF.

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$2.20 55P.

DESCRIPTORS *PROGRAM PLANNING, *PROJECT APPLICATIONS, *TRAINABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, ADMINISTRATOR GUIDES, ADMINISTRATOR RESPONSIBILITY, ADOLESCENTS, FEDERAL AID, SANTA CRUZ, SECONDARY GRADES, SPECIAL EDUCATION, THE SANTA CRUZ COUNTY PROGRAM FOR VOCATIONAL EDUCATION OF TRAINABLE MENTALLY HANDICAPPED STUDENTS IS OUTLINED IN TERMS OF THE STAFF AND ITS RESPONSIBILITIES. SAMPLE FORMS ARE ILLUSTRATED. A SECOND SECTION OF THE DOCUMENT PRESENTS INFORMATION TO ASSIST LOCAL SCHOOL SYSTEMS IN THE PREPARATION OF APPLICATIONS FOR A "VOCATIONAL EDUCATION WORK-STUDY PROJECT" UNDER THE VOCATIONAL EDUCATION ACT OF 1963 (P.L. 88-210). PROGRAM REQUIREMENTS AND PURPOSES, STUDENT ELIGIBILITY, EMPLOYMENT CONDITIONS, FUNDING, AND OTHER TOPICS ARE STIPULATED. DETAILED GUIDELINES FOR COMPLETION OF THE WORK-STUDY APPLICATION FORM AND THE BUDGET APPLICATION ARE PRESENTED, ALONG WITH A SAMPLE AGREEMENT BETWEEN CITY AND SCHOOL DISTRICT AND A SAMPLE APPLICATION FOR FUNDS. DETAILS ABOUT THE SANTA CRUZ COUNTY WORK-STUDY PROGRAM, ITS STUDENTS, WORK STATIONS, AND FINANCES ARE OUTLINED. (CG)

ED 012 542

HANDBOOK OF OPERATION FOR THE SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI.

SAINT LOUIS COUNTY SPECIAL SCH. DIST. BOARD OF ED

PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$2.50 74P.

DESCRIPTORS *PROGRAM GUIDES, *SPECIAL EDUCATION, ADOLESCENTS, AURALLY HANDICAPPED, CHILDREN, DEAF, EDUCABLE MENTALLY HANDICAPPED, HARD OF HEARING, HOMEBOUND, HOMEBOUND CHILDREN, LANGUAGE HANDICAPPED, LEARNING DIFFICULTIES, MENTALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, PROGRAM DESCRIPTIONS, PSYCHOLOGICAL SERVICES, SOCIAL

SERVICES, SPEECH HANDICAPPED, ST. LOUIS, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED, VOCATIONAL EDUCATION.

A SPECIAL SCHOOL DISTRICT CREATED IN 1967 SERVES THE 25 SCHOOL DISTRICTS IN ST. LOUIS COUNTY. THE PHILOSOPHY AND ADMINISTRATIVE POLICIES OF THE DISTRICT ARE PRESENTED. A DEPARTMENT OF PSYCHOLOGICAL AND SOCIAL SERVICES SERVES CHILDREN IN SPECIAL CLASSES IN THE SPECIAL SCHOOL DISTRICT AND POTENTIAL CANDIDATES FOR CLASSES, AND ALSO OPERATES A PROGRAM FOR HYPERKINETIC CHILDREN. HOME TEACHING SERVICES ARE OFFERED FOR POSTOPERATIVE CASES AND CHILDREN WITH EXTREME ORTHOPEDIC DISABILITY OR NONINFECTIOUS ILLNESS OR HEART DISEASE. ORTHOPEDICALLY HANDICAPPED CHILDREN ARE INSTRUCTED IN SPECIAL CLASSES (READINESS, PRIMARY, INTERMEDIATE, JUNIOR AND SENIOR HIGH SCHOOL LEVELS) AND RECEIVE PHYSICAL, OCCUPATIONAL, AND SPEECH THERAPY. VISUALLY HANDICAPPED CHILDREN ATTEND REGULAR PUBLIC SCHOOLS WHICH HAVE RESOURCE CLASSES FOR THE BLIND OR PARTIALLY SIGHTED. SOME VISUALLY HANDICAPPED CHILDREN ATTEND THE RESIDENTIAL SCHOOL FOR THE BLIND AS DAY STUDENTS. A CONSULTANT SERVICE FOR CHILDREN WITH MILD VISION DEFECTS IS AVAILABLE AT ALL SCHOOLS. SPECIALIZED CLASSES SERVE DEAF, LANGUAGE-IMPAIRED, AND HARD-OF-HEARING CHILDREN. THE PUBLIC SCHOOLS INCLUDE HEARING CONSERVATION, HEARING THERAPY, AND SPEECH CORRECTION PROGRAMS. SPEECH AND LANGUAGE DEVELOPMENT CLASSES ARE OFFERED. THE DEPARTMENT FOR THE MENTALLY RETARDED OPERATES EDUCABLE, TRAINABLE, AND MODERATELY DEPENDENT EDUCABLE CLASSES FOR YOUTHS, AGED 13 TO 21 YEARS. A TECHNICAL SCHOOL PROVIDES VOCATIONAL TRAINING TO APPLICANTS WHO ARE ABLE TO BENEFIT BY THE INSTRUCTION AND ARE EITHER EMPLOYED OR LIKELY TO BECOME EMPLOYED. DETAILS OF EACH PROGRAM ARE PRESENTED. (MK)

ED 012 543

PERKINS, DOROTHY C. AND OTHERS
WORKSHOPS FOR THE HANDICAPPED, AN ANNOTATED BIBLIOGRAPHY-NO. 3.

CALIFORNIA STATE COLL., LOS ANGELES
PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$2.16 54P.

DESCRIPTORS *BIBLIOGRAPHIES, *HANDICAPPED, *SHELTERED WORKSHOPS, *VOCATIONAL EDUCATION, *VOCATIONAL REHABILITATION, ADOLESCENTS, ADULT PROGRAMS, ADULTS, ANNOTATED BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, LOS ANGELES, PROFESSIONAL TRAINING.

THESE 126 ANNOTATIONS ARE THE THIRD VOLUME OF A CONTINUING SERIES OF BIBLIOGRAPHIES LISTING ARTICLES APPEARING IN JOURNALS AND CONFERENCE, RESEARCH, AND PROJECT REPORTS. LISTINGS INCLUDE TESTS, TEST RESULTS, STAFF TRAINING PROGRAMS, GUIDES FOR COUNSELORS AND TEACHERS, AND ARCHITECTURAL PLANNING, AND RELATE TO THE MENTALLY RETARDED, EMOTIONALLY DISTURBED, PHYSICALLY HANDICAPPED, DEAF, BLIND, MULTIPLY HANDICAPPED, OLDER DISABLED PERSONS, PROBLEM

YOUTH, EPILEPTICS, ASTHMATICS, CANCER CASES, AND CARDIAC CASES, AS WELL AS ALCOHOLIC REHABILITATION. TWO ARTICLES ARE PRESENTED IN THEIR ENTIRETY. IN "SHELTERED WORKSHOPS—BUSINESS OR SOCIAL SERVICE AGENCY," PAUL LUSTIG CONCLUDES THAT SOME WORKSHOPS ARE BUSINESSES, SOME ARE FOR SOCIAL SERVICE, AND SOME ARE FOR BOTH PURPOSES. ISADORE SALKIND IN "TRAINING OF WORKSHOP ADMINISTRATORS" SAYS THAT MATERIALS TO BE TAUGHT MUST BE CAREFULLY SELECTED AND THAT SERIOUS, STABLE STUDENTS MUST BE SELECTED FOR WORKSHOP ADMINISTRATION AND GIVEN AN ADEQUATE STIPEND FOR FULL-TIME STUDY. (JA)

ED 012 544 **EC 000 580**

JONES, PHILIP R.
AREAS OF INSTRUCTION FOR TRAINABLE MENTALLY HANDICAPPED CHILDREN. CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.
PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$2.68 67P.

DESCRIPTORS *CURRICULUM GUIDES, *TRAINABLE MENTALLY HANDICAPPED, CHAMPAIGN, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

UNIT OUTLINES FOR SIX MAJOR AREAS OF THE TRAINABLE CURRICULUM ARE PRESENTED. UNITS ON SELF-CARE, ECONOMIC USEFULNESS, LANGUAGE DEVELOPMENT, SOCIAL ADJUSTMENT, MUSIC, AND ARTS AND CRAFTS ARE DESIGNED FOR CHILDREN WHOSE CHRONOLOGICAL AGES RANGE BETWEEN 5 AND 21 YEARS AND WHOSE MENTAL AGES ARE BETWEEN ABOUT 2 1/2 TO 8 YEARS. UNIT OUTLINES, COVERING CONTENT LASTING APPROXIMATELY 4 YEARS, CONTAIN OBJECTIVES, OUTLINE OF CONTENT, SOURCES OF INFORMATION, STEPS FOR EVALUATION, AND IMPORTANCE OF THE UNIT. THE APPENDIX INCLUDES A GUIDE FOR FILED TRIPS, A SAMPLE DAILY SCHEDULE, A PROGRESS REPORT FORM, AND CONFERENCE RECORD FORMS. (JZ)

ED 012 545 **40** **EC 000 658**

SPIVACK, GEORGE SWIFT, MARSHALL S.
PATTERNS OF DISTURBED CLASSROOM BEHAVIOR—THE NATURE AND MEASUREMENT OF ACADEMICALLY RELATED PROBLEM BEHAVIORS. FINAL REPORT. DEVEREUX FOUNDATION, DEVON, PA.
REPORT NUMBER BR-5-0403
PUB DATE MAY 67

EDRS PRICE MF-\$0.50 HC-\$4.52 113P.

DESCRIPTORS *BEHAVIOR RATING SCALES, *EMOTIONALLY DISTURBED, *UNDERACHIEVERS, ADOLESCENTS, BEHAVIOR PROBLEMS, CHILDREN, DEVEREUX BEHAVIOR RATING SCALES, DEVON, ELEMENTARY GRADES, SECONDARY GRADES, GRANT OEG-32-48-7680-5023

THIS SERIES OF FIVE STUDIES EXAMINED THE NATURE AND ORGANIZATION OF NONTEST, ACADEMIC ACHIEVEMENT-RELATED, CLASSROOM BEHAVIORS FROM KINDERGARTEN THROUGH 12TH GRADE, AND DEVELOPED RATING SCALES THAT A TEACHER CAN EMPLOY TO RELIABLY DESCRIBE THESE BEHAVIORS IN A STANDARD FASHION. RESEARCH INVOLVED NORMAL PUBLIC SCHOOL AND SPECIAL CLASS STUDENTS OF BOTH SEXES. MOST OF THE RESEARCH EFFORT FOCUSED UPON THE MEASUREMENT OF BEHA-

VIORS FROM KINDERGARTEN THROUGH SIXTH GRADE. BEHAVIORS WERE SELECTED OUT OF TEACHER CONFERENCES, SCALE ITEMS CONSTRUCTED, RATINGS MADE BY TEACHERS, FACTOR ANALYSES PERFORMED, AND BEHAVIORS RELATED TO AGE, SEX, IQ, ACADEMIC ACHIEVEMENT, CLINICAL DIAGNOSIS, ACADEMIC SUBJECT, GRADE LEVEL, SEX OF TEACHER-RATER, AGE AND EDUCATIONAL LEVEL OF PARENTS, SIBLING STATUS, AND RACE OF CHILD. NORMS AND RETEST DATA WERE OBTAINED, AND COMPARISONS WERE MADE BETWEEN ACADEMIC ACHIEVERS AND NONACHIEVERS, AND BETWEEN NORMAL AND SPECIAL CLASSES. IN ALL, 147 TEACHERS MADE 1,719 RATINGS ON A TOTAL OF 1,546 CHILDREN. THE RESULTING SCALES ARE FEASIBLE TO USE. BOTH THE ELEMENTARY AND HIGH SCHOOL RATING SCALES ARE PRESENTED IN THE APPENDIX. A REFERENCE LIST INCLUDES SIX ITEMS. (AUTHOR)

ED 012 546 **FL 000 306**

WAGNER, GRACE D.
PARENTAL NEGATIVE REACTION TO CURRENT METHODS OF FOREIGN LANGUAGE TEACHING—ENCOUNTER AND ALTERNATIVE.
PUB DATE 08 AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.52 13P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *MODERN LANGUAGES, *PARENT ATTITUDES, *SCHOOL COMMUNITY RELATIONSHIP, *SECONDARY SCHOOLS, TEACHERS.

PARENTS' OBJECTIONS TO AUDIOLINGUAL FOREIGN LANGUAGE TEACHING CAN BE OFFSET BY—(1) INITIAL COMMUNITY DISCUSSION OF THE LANGUAGE TO BE TAUGHT, (2) A PUBLIC RELATIONS PROGRAM PROVIDING INFORMATION ABOUT GOALS AND ENCOURAGING PARENTAL INTEREST IN SCHOOL AND LANGUAGE ACTIVITIES, (3) CAREFUL SELECTION OF TEACHERS WITH SUFFICIENT LANGUAGE TRAINING, AND (4) PROVISION FOR ADEQUATE, EFFICIENT EQUIPMENT. THE KEY TO THE SUCCESS OF ANY PROGRAM DEPENDS ULTIMATELY, HOWEVER, UPON THE ENTHUSIASM AND SKILL OF THE TEACHERS. (GJ)

ED 012 547 **FL 000 343**

REXINE, JOHN E.
TEACHER TRAINING AND THE CLASSICS.
PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$0.24 6P.

DESCRIPTORS *LATIN, *PRESERVICE EDUCATION, *SECONDARY SCHOOL TEACHERS, *TEACHER CERTIFICATION, *TEACHER QUALIFICATIONS, AIRLIE HOUSE CONFERENCE ON THE CLASSICS.

WITH THE STUDY OF MODERN FOREIGN LANGUAGES FAR OUTSTRIPPING THE STUDY OF LATIN, IT BEHOOVES LATIN TEACHERS TO REVITALIZE THEIR TEACHER EDUCATION PROGRAMS. MORE SPECIFICALLY, NEW PROGRAMS SHOULD REFLECT THE IDEAS AND RECOMMENDATIONS OF JAMES B. CONANT, THE PLANS OF FIVE EXPLORATORY PROGRAMS IN TEACHER PREPARATION INITIATED BY THE N.Y. STATE EDUCATION DEPARTMENT, AND THE GUIDELINES IN TEACHER COMPETENCIES ESTABLISHED BY THE MODERN LANGUAGE ASSOCIATION OF AMERICA. THE FIRST AIRLIE HOUSE CONFERENCE ON THE CLASSICS, IN APRIL 1965, TOOK A HELPFUL STEP IN THIS DI-

RECTION BY RECOMMENDING THAT A COMMITTEE OF CLASSICISTS SET UP CERTIFICATION STANDARDS FOR LATIN TEACHERS COVERING PROFICIENCY IN THE LANGUAGE, KNOWLEDGE OF ROMAN HISTORY AND CIVILIZATION, PROFICIENCY IN SUCH RELATED FIELDS AS ART AND ARCHAEOLOGY OR GREEK, AND THOROUGH GROUNDING IN TEACHING METHODS, MATERIALS, AND TECHNIQUES. THIS ARTICLE APPEARED IN "CLASSICAL WORLD," VOLUME 59, NUMBER 8, APRIL 1966. (GJ)

ED 012 548 **FL 000 345**

SCHOENHEIM, URSULA
TEXTBOOKS IN GREEK AND LATIN, 1966 LIST.

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *BIBLIOGRAPHIES, *GREEK, *INSTRUCTIONAL MATERIALS, *LATIN, DICTIONARIES, READING MATERIALS, TEXTBOOKS.

THIS BIBLIOGRAPHY LISTS SEPARATELY, WITH PRICE AND PUBLISHER, GREEK AND LATIN WORKS PUBLISHED IN THE UNITED STATES AND CANADA. WHILE BILINGUAL AND INTERLINEAR TEXTS ARE OMITTED IN FAVOR OF ANNOTATED EDITIONS OF AUTHORS, THE INCLUSION OF A VOCABULARY OR OCCASIONAL TRANSLATION IS INDICATED. THE SECTIONS FOR EACH LANGUAGE ARE—(1) TEXTS OF CLASSICAL AUTHORS, (2) BEGINNERS' BOOKS, GRAMMARS, AND WORKS ON METERS, INCLUDING GRADED SERIES FOR LATIN, (3) READERS AND ANTHOLOGIES, (4) COMPOSITION, (5) DICTIONARIES, AND (6) FOR GREEK, THE NEW TESTAMENT—BEGINNERS' BOOKS, GRAMMARS, AND DICTIONARIES—AND FOR LATIN, TEXTS AND STUDIES IN MEDIEVAL LATIN. THIS ARTICLE APPEARED IN "CLASSICAL WORLD," VOLUME 59, NUMBER 7, MARCH 1966. (GJ)

ED 012 549 **FL 000 356**

CASSIRER, SIDONIE HOLLMANN, WERNER
THE TEACHING OF LITERATURE AND THE LANGUAGE GAP—TAPE PROGRAMS FOR INITIAL LITERATURE COURSES, I.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY USE, *LITERATURE PROGRAMS, *MODERN LANGUAGES, *TAPE RECORDINGS, EXPERIMENTAL PROGRAMS, GERMAN, PATTERN DRILLS (LANGUAGE).

TAPED EXERCISES BASED ON LITERATURE CAN BE USED IN THE LANGUAGE LABORATORY OR, IN PART, IN THE CLASSROOM TO MAINTAIN AND ASSURE CONTINUED DEVELOPMENT OF STUDENTS' FOREIGN LANGUAGE PROFICIENCY IN INTRODUCTORY LITERATURE COURSES. PHONETIC DRILL, PATTERN PRACTICE, WORD-BUILDING EXERCISES, AND QUESTIONS AND ANSWERS PROMOTE COMPREHENSION AND FLUENCY, CAN MAKE STUDENTS AWARE OF THE CLOSE CONNECTION BETWEEN STYLE AND CONTENT, AND CAN FURTHER THEIR UNDERSTANDING AND USE OF BASIC CRITICAL VOCABULARY. (THE BULK OF THE ARTICLE CONSISTS OF THREE GERMAN LITERARY TEXTS WITH A VARIETY OF DETAILED EXERCISES BASED ON EACH TO ILLUSTRATE THE AUTHORS' THESIS). THIS AR-

TICLE APPEARED IN THE "GERMAN QUARTERLY," VOLUME 40, NUMBER 2, MARCH 1967. (GJ)

ED 012 550 FL 000 362

PARKER, CLIFFORD S.

THE CULTURAL CONTENT OF ELEMENTARY AND INTERMEDIATE FOREIGN LANGUAGE STUDY.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *COURSE OBJECTIVES, *CULTURAL CONTEXT, *HUMANITIES INSTRUCTION, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, COLLEGE LANGUAGE PROGRAMS, UNIVERSITY OF KENTUCKY FOREIGN LANGUAGE CONFERENCE 1966.

DEBATE OVER THE LANGUAGE AND CULTURAL CONTENT OF ELEMENTARY AND INTERMEDIATE COLLEGE FOREIGN LANGUAGE PROGRAMS REVEALS DIVERGENCE OF OPINION OVER THE SUBJECT MATTER TO BE INCLUDED IN THE COURSES. WHILE SOCIAL SCIENCE-MINDED PEOPLE EMPHASIZE THAT CULTURE EXTENDS BEYOND LITERATURE TO THE THINKING AND BEHAVIOR PATTERNS OF OTHER PEOPLES, THEY DO NOT CONSIDER THE VAST SUPPLEMENTARY KNOWLEDGE WHICH FOREIGN LANGUAGE TEACHERS WOULD HAVE TO ACQUIRE IN ORDER TO EQUAL THE COMPETENCIES WHICH TEACHERS IN OTHER DISCIPLINES ALREADY POSSESS. THE SUBJECT MATTER IN A LANGUAGE COURSE PRIMARILY SHOULD BE USEFUL. FURTHERMORE, SINCE FOREIGN LANGUAGES HAVE TRADITIONALLY BEEN PART OF THE HUMANITIES, MASTERY OF FOREIGN LANGUAGES SHOULD BE EXTENDED BEYOND LITERATURE ONLY TO SUCH ASPECTS OF CULTURE AS MUSIC, CREATIVE WRITING, ARCHITECTURE, PAINTING, AND SCULPTURE. THIS ARTICLE APPEARED IN "FOREIGN LANGUAGE NEWS AND VIEWS IN NEW HAMPSHIRE," VOLUME 12, NUMBER 2, WINTER, 1967, AND IS BASED UPON A PAPER READ AT THE UNIVERSITY OF KENTUCKY FOREIGN LANGUAGE CONFERENCE (LEXINGTON, APRIL 30, 1966). (GJ)

ED 012 551 FL 000 417

SKOCZYLA, RUDOLPH V.

FOREIGN LANGUAGE ARTICULATION-KINDERGARTEN THROUGH COLLEGE.

PUB DATE 18 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.20 5P.

DESCRIPTORS *ARTICULATION (PROGRAM), *FLES, *MODERN LANGUAGES, *PROGRAM COORDINATION, *SECONDARY SCHOOLS.

THE ESTABLISHMENT OF A WELL-ARTICULATED LANGUAGE PROGRAM IS DEPENDENT UPON DEALING WITH SUCH PROBLEMS AS ESTABLISHING AND FINANCING FLES PROGRAMS, COURSE OBJECTIVES, METHODOLOGY, TEACHER QUALIFICATIONS, AND STUDENT PLACEMENT. AT THE SAME TIME, CONSIDERATION MUST BE GIVEN TO THE OPINIONS OF TEACHER TRAINING INSTITUTES, THE STATE DEPARTMENT OF EDUCATION, AND OTHER AGENCIES CONCERNED WITH PROGRESS IN THE LANGUAGE FIELD. (SS)

ED 012 552 FL 000 438

FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN MASSACHUSETTS PUBLIC

SECONDARY SCHOOLS, ACADEMIC YEAR 1965-1966.

MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON

REPORT NUMBER MSDE-PUB-268

PUB DATE 01 APR 67

EDRS PRICE MF-\$0.25 HC-\$1.28 32P.

DESCRIPTORS *ENROLLMENT TRENDS, *LANGUAGE ENROLLMENT, *LANGUAGE PROGRAMS, *SECONDARY SCHOOLS, *STATISTICAL DATA, CLASSICAL LANGUAGES, MASSACHUSETTS, MODERN LANGUAGES, PUBLIC SCHOOLS.

A SURVEY OF 488 SCHOOL DISTRICTS WAS DESIGNED TO PROVIDE INFORMATION CONCERNING FOREIGN LANGUAGE OFFERINGS IN PUBLIC SECONDARY SCHOOLS, THE NUMBER OF SCHOOLS OFFERING EACH FOREIGN LANGUAGE, AND THE NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES IN THE ACADEMIC YEAR 1965-1966. THIS INFORMATION ABOUT MODERN AND CLASSICAL LANGUAGES IS PRESENTED IN TABLES WITH GUIDELINES FOR CORRECT INTERPRETATION OF THE STATISTICS. TO ENABLE TEACHERS AND ADMINISTRATORS TO MAKE COMPARISONS WITH PREVIOUS YEARS, A HISTORICAL TABLE IS INCLUDED WITH DATA ON ENROLLMENT FOR EACH LANGUAGE AT EACH COURSE LEVEL FROM 1958 TO 1966. (SS)

ED 012 553 FL 000 441

FENLEY, GEORGE A., JR. AND OTHERS

MODERN FOREIGN LANGUAGES, GRADES 3-12.

WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLSTON

PUB DATE 63

EDRS PRICE MF-\$0.75 HC-\$5.24 131P.

DESCRIPTORS *FRENCH, *LANGUAGE GUIDES, *LANGUAGE LEARNING LEVELS, *SPANISH, *STATE CURRICULUM GUIDES, AUDIOVISUAL AIDS, FLES, GROUPING (INSTRUCTIONAL PURPOSES), LANGUAGE TESTS, RESOURCE MATERIALS, SECONDARY SCHOOLS, TEACHER QUALIFICATIONS, TEACHING TECHNIQUES.

THE WEST VIRGINIA DEPARTMENT OF EDUCATION PREPARED THIS CURRICULUM GUIDE FOR TEACHING FRENCH AND SPANISH WITH AN AUDIOLINGUAL APPROACH. A SECTION OUTLINING METHODS AND STRUCTURES FROM LEVEL THREE TO LEVEL SIX SHOWS HOW A LONGER SEQUENCE OF LANGUAGE STUDY CAN BE CONSTRUCTED. OTHER TOPICS DETAILED ARE CLASS GROUPING BASED ON ABILITY, AUDIOVISUAL AIDS, TESTING, TEACHER COMPETENCY, AND IN-SERVICE TRAINING FOR TEACHERS. DISCUSSIONS OF PROGRAMED INSTRUCTION AND AUDIOVISUAL EQUIPMENT, A GLOSSARY OF TECHNICAL TERMS, AND A 14-PAGE LIST OF SOURCE MATERIALS COMPRISE THE APPENDICES. (SS)

ED 012 554 FL 000 449

ROSELLE, LEONE BARRON, ROBERT

BIBLIOGRAPHIC GUIDE FOR ADVANCED PLACEMENT, LATIN.

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYS-ED-BULL-H870-JB65-1,000

PUB DATE JUN 65

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *ADVANCED PLACEMENT PROGRAMS, *BIBLIOGRAPHIES, *LATIN, *REFERENCE MATERIALS, *SECONDARY SCHOOLS, AUDIOVISUAL AIDS, CULTURAL ENRICHMENT, LITERATURE PRO-

GRAMS, NEW YORK STATE EDUCATION DEPARTMENT, READING MATERIALS.

LITERARY AND CRITICAL WORKS, REFERENCE BOOKS, PERIODICALS, RECORDS, FILMS, AND FILMSTRIPS DEALING WITH ROMAN LITERATURE, HISTORY, CIVILIZATION, MYTHOLOGY, AND LANGUAGE ARE INCLUDED IN THIS BIBLIOGRAPHY OF RECOMMENDED READING IN ENGLISH FOR ADVANCED PLACEMENT PROGRAMS IN LATIN. THE LIST IS DIVIDED INTO TWO \$500 GROUPS, SO THAT FOR CONVENIENCE IN ORDERING THE SCHOOLS CAN PURCHASE EITHER THE BASIC COLLECTION OR THE SUPPLEMENTARY, MORE EXTENSIVE COLLECTION. (AS)

ED 012 555 FL 000 458

GRITNER, FRANK PAVLAT, RUSSELL

FIELD CHECK MANUAL FOR LANGUAGE LABORATORIES, A SERIES OF TESTS WHICH A NON-TECHNICAL PERSON CAN CONDUCT TO VERIFY SPECIFICATIONS.

WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

REPORT NUMBER BULL-FL-1964-L2

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *EDUCATIONAL SPECIFICATIONS, *EQUIPMENT EVALUATION, *EQUIPMENT MAINTENANCE, *FIELD CHECK, *LANGUAGE LABORATORY EQUIPMENT, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES.

IN ORDER TO ASSIST NON-TECHNICAL PEOPLE IN SCHOOLS TO CONDUCT A FIELD CHECK OF LANGUAGE LABORATORY EQUIPMENT BEFORE THEY MAKE FINAL PAYMENTS, THIS MANUAL OFFERS CRITERIA, TESTS, AND METHODS OF SCORING THE QUALITY OF THE EQUIPMENT. CHECKLISTS ARE PROVIDED FOR EVALUATING CONSOLE FUNCTIONS, TAPE RECORDERS, AMPLIFIERS, SOUND QUALITY (INCLUDING EXTRANEOUS NOISE AND FREQUENCY RESPONSE), AND SERVICE AND MAINTENANCE FACTORS. (AS)

ED 012 556 FL 000 459

GRITNER, FRANK PAVLAT, RUSSELL

LANGUAGE LABORATORY SPECIFICATIONS. A PROCUREMENT GUIDE FOR THE PURCHASE OF LANGUAGE LABORATORY INSTALLATIONS IN WISCONSIN, NDEA, TITLE III.

WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

REPORT NUMBER BULL-FL-1964-L1

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$1.40 35P.

DESCRIPTORS *EDUCATIONAL SPECIFICATIONS, *EQUIPMENT STANDARDS, *LANGUAGE LABORATORY EQUIPMENT, *SECONDARY SCHOOLS, *STUDIO FLOOR PLANS, EQUIPMENT MAINTENANCE, NDEA TITLE III.

THE KNOWLEDGE ACCUMULATED FROM THE EXPERIENCE OF INSTALLING MANY LANGUAGE LABORATORIES UNDER THE TITLE III, NDEA PROGRAM FORMS THE BASIS FOR THE GUIDELINES PRESENTED IN THIS BULLETIN. THE DOCUMENT INCLUDES A SUMMARY OF CONDITIONS DESIRABLE PRIOR TO THE PURCHASE OF A LABORATORY, SAMPLE SPECIFICATIONS FOR EACH COMPONENT OF THE LAB, SPECIFICATIONS FOR THE OPERATION OF THE SYSTEM AS A WHOLE, AND SUGGESTED WORDING FOR OTHER PROVISIONS WHICH SHOULD BE INCLUDED IN THE BID DOCUMENT. OPTIONAL EQUIPMENT AND MATERIALS ARE GIVEN

IN THE APPENDIX, ALONG WITH DESIGNS AND FLOOR PLANS FOR VARIOUS TYPES OF LABORATORIES SUITABLE FOR SECONDARY SCHOOLS. (AM)

ED 012 557 FL 000 460

FOREIGN LANGUAGE EVALUATION, A CHECKLIST. (TITLE SUPPLIED). PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

REPORT NUMBER DPI-WP-D-5

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.44 11P.

DESCRIPTORS *MODERN LANGUAGES, *PROGRAM EVALUATION, *SECONDARY SCHOOLS, *STATE STANDARDS,

SECONDARY SCHOOLS IN PENNSYLVANIA ARE REQUESTED TO EVALUATE THE GENERAL STANDARDS AND PRACTICES OF THEIR FOREIGN LANGUAGE PROGRAM BY COMPLETING THIS CHECKLIST. TO BE RATED AS EXCELLENT, AVERAGE, OR IN NEED OF IMPROVEMENT ARE SUCH ASPECTS OF THE SCHOOL'S PROGRAM AS ITS OBJECTIVES AND ORGANIZATION, CURRICULUM OFFERINGS, TEACHER QUALIFICATIONS, INSTRUCTIONAL METHODS, MATERIALS, AND FACILITIES. THE RESPONDENTS ARE REQUESTED ALSO TO SUMMARIZE THE STRENGTHS, WEAKNESSES, SPECIAL PROJECTS, AND EFFORTS THE SCHOOL IS MAKING TO IMPROVE ITS LANGUAGE PROGRAM. (SS)

ED 012 558 FL 000 469

KINEMAN, CLARA

QUESTIONNAIRE ON FOREIGN LANGUAGE TESTING AND RESULTS OF QUESTIONNAIRE.

BEVERLY HILLS UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.84 21P.

DESCRIPTORS *MODERN LANGUAGES, *QUESTIONNAIRES, *SECONDARY SCHOOLS, *TEACHER ATTITUDES, *TEST CONSTRUCTION, FRENCH TESTING,

TWO HUNDRED QUESTIONNAIRES WERE CIRCULATED IN THE UNITED STATES AND FRANCE IN ORDER TO GATHER OPINIONS ON THE CURRENT PRACTICES AND PROCEDURES OF FOREIGN LANGUAGE TESTING. QUESTIONS ON THE SURVEY ARE RELATED TO THE PREPARATION OF A FINAL EXAMINATION FOR STUDENTS WITH A FLES BACKGROUND WHO ARE COMPLETING THEIR FIRST YEAR OF HIGH SCHOOL FRENCH. ANSWERS AND OPINIONS ARE TABULATED AND PRESENTED WITH EXPLANATORY COMMENTS AND INTERPRETATIONS BY THE AUTHOR. (SS)

ED 012 559 FL 000 470

LORETAN, JOSEPH O. AND OTHERS

EVALUATION OF SCIENCE INSTRUCTION IN SPANISH FOR STUDENTS OF SPANISH SPEAKING BACKGROUND—STEPS IN IMPLEMENTING EXPERIMENTAL PROJECT (FOR SCHOOL INFORMATION).

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

REPORT NUMBER PN-22-349

PUB DATE 13 APR 64

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *BILINGUAL STUDENTS, *EXPERIMENTAL PROGRAMS, *SCIENCES, *SECONDARY SCHOOLS, *SPANISH, BILINGUALISM, COURSE OBJECTIVES, LANGUAGE RESEARCH, NEW YORK CITY, PUERTO RICANS, SCIENCE SPANISH PROGRAM,

A PROJECT WHOSE PURPOSES WERE TO FOSTER BILINGUALISM, FORESTALL ANTICIPATED DIFFICULTIES IN SCIENCE, AND PROVIDE THE MOTIVATION AND COURSE REQUIREMENTS ESSENTIAL FOR SUCCESS IN HIGH SCHOOL IS DESCRIBED AND ASSESSED IN THIS REPORT. TWO SEVENTH-GRADE CLASSES OF SIMILAR AGE, LANGUAGE BACKGROUND, AND ABILITIES WERE GIVEN THE SAME OR EQUIVALENT PROGRAM IN ALL RESPECTS EXCEPT THREE. THE EXPERIMENTAL GROUP RECEIVED THEIR SCIENCE INSTRUCTION IN SPANISH, USED A SPANISH TEXT, AND WERE GIVEN A COURSE IN THE SPANISH LANGUAGE. AT THE END OF THE EXPERIMENT, BOTH GROUPS WERE MEASURED FOR PROGRESS IN SPANISH, SCIENCE, ENGLISH, AND STUDENT ATTITUDES. THE RESULTS INDICATED THAT ACHIEVEMENT IN SCIENCE AND SPANISH WAS IMPROVED, AND THAT THE PROGRAM MOTIVATED THE STUDENTS, HELPED IMPROVE THEIR SELF-IMAGE AND APPRECIATION FOR THEIR HISPANIC CULTURE, AND BROUGHT ABOUT A DECREASE IN ANXIETY. INCLUDED AS PART OF THIS REPORT ARE A SAMPLE REVIEW PHYSICS TEST IN SPANISH, AND A DEPTH INTERVIEW WITH A SPANISH-SCIENCE TEACHER. (OC)

ED 012 560 FL 000 478

HICKEL, RAYMOND A.

REPORT OF MR. RAYMOND A. HICKEL, VISITING FRENCH CURRICULUM SPECIALIST IN NEW HAMPSHIRE, 1964-1965.

NEW HAMPSHIRE STATE DEPT. OF EDUCATION, CONCORD

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *FRENCH, *MODERN LANGUAGE CURRICULUM, *PROGRAM EVALUATION, *TEACHER EXCHANGE PROGRAMS, *TEACHING TECHNIQUES, AUDIOVISUAL AIDS, CULTURAL ENRICHMENT, FULBRIGHT HAYS ACT PROGRAM, INSERVICE TEACHER EDUCATION, NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION, PLYMOUTH STATE COLLEGE, TEACHER IMPROVEMENT,

A SUMMARY IS GIVEN OF THE YEAR'S WORK OF A FRENCH CURRICULUM SPECIALIST, ASSIGNED UNDER THE FULBRIGHT-HAYES ACT PROGRAM TO WORK IN THE STATE OF NEW HAMPSHIRE AT THE STATE DEPARTMENT OF EDUCATION AND PLYMOUTH STATE COLLEGE. THE REPORT BRIEFLY DESCRIBES HIS ACTIVITIES AT THE COLLEGE AS CONSULTANT IN THE FLES PROGRAM OF THE LABORATORY SCHOOL, AS WRITER OF A NEW COURSE IN FRENCH CIVILIZATION AND CULTURE, AS LIAISON BETWEEN FRENCH AND AMERICAN STUDENTS, AS PUBLIC LECTURER, AND AS GENERAL PARTICIPATOR IN CLASSES AND SEMINARS. FOR THE STATE, HE CONDUCTED WORKSHOPS, ADDRESSED PROFESSIONAL ASSOCIATIONS, AND VISITED SCHOOLS TO OBSERVE THE TEACHING OF FRENCH. THE REPORT INCLUDES HIS GENERAL COMMENTS ON THE TEACHING OF FRENCH, INCLUDING A SUMMARY OF HIS OBSERVATIONS OF THE STATE'S SCHOOLS, TEACHERS, STUDENTS, COURSES, AND TEACHING METHODS. IN ADDITION, HE OUTLINES A FOUR-LEVEL SEQUENCE OF LANGUAGE STUDY, AND DETAILS PRACTICAL SUGGESTIONS FOR SEVERAL KINDS OF METHODS, AIDS, AND CLASS ACTIVITIES, AND FOR TEACHING CULTURE AND CIVILIZATION. (AS)

ED 012 561 FL 000 481

MACDONALD, G.E. AND OTHERS

FRENCH AS A SECOND LANGUAGE, AN INTERIM REPORT OF THE SECOND LANGUAGE COMMITTEE (ONTARIO). (TITLE SUPPLIED). ONTARIO CURRICULUM INST., TORONTO

PUB DATE DEC 63

EDRS PRICE MF-\$0.25 HC-\$1.72 43P.

DESCRIPTORS *FRENCH, *LANGUAGE LEARNING LEVELS, *LANGUAGE PROGRAMS, *SECOND LANGUAGE LEARNING, *TEACHER QUALIFICATIONS, COLLEGE LANGUAGE PROGRAMS, FLES, ONTARIO CURRICULUM INSTITUTE, PRESERVICE EDUCATION, SECONDARY SCHOOLS,

THE FIRST THREE SECTIONS OF THIS CURRICULUM GUIDE FOR FRENCH DISCUSS THE PRACTICES AND THE VALUE OF SECOND LANGUAGE INSTRUCTION IN CANADIAN SOCIETY. BASED ON THESE DISCUSSIONS, A TENTATIVE OUTLINE FOR TEACHING FRENCH FROM THE ELEMENTARY LEVEL THROUGH UNIVERSITY ENTRANCE IS PRESENTED, AND IS FOLLOWED BY A SECTION ON TEACHER TRAINING AND QUALIFICATIONS THAT ARE NECESSARY TO IMPLEMENT A WELL-INTEGRATED PROGRAM. THE REMAINDER OF THIS BOOKLET IS DEVOTED TO RECOMMENDATIONS FOR RESEARCH, ACTION, AND FURTHER STUDY. (SS)

ED 012 562 FL 000 482

TORRENS, R.W. AND OTHERS

THE MODERN LANGUAGE COMMITTEE OF ONTARIO, INTERIM REPORT NUMBER TWO. (TITLE SUPPLIED).

ONTARIO CURRICULUM INST., TORONTO

PUB DATE MAR 65

EDRS PRICE MF-\$0.50 HC-\$3.52 88P.

DESCRIPTORS *CURRICULUM RESEARCH, *ELEMENTARY SCHOOLS, *LANGUAGE PROGRAMS, *MULTILINGUALISM, *SECONDARY SCHOOLS, AUDIOLINGUAL METHODS, ENGLISH (SECOND LANGUAGE), EXPERIMENTAL GROUPS, IMMIGRANTS, INSERVICE TRAINING, INTENSIVE LANGUAGE COURSES, ONTARIO CURRICULUM INSTITUTE, TEACHER CERTIFICATION, TEACHER EDUCATION,

THE RESULTS OF A CURRICULUM STUDY, ALONG WITH COMMITTEE RECOMMENDATIONS, ARE SUMMARIZED IN THIS REPORT, WHICH COVERS FOUR AREAS OF INVESTIGATION—THE CONSERVATION OF A MOTHER TONGUE OTHER THAN ENGLISH OR FRENCH, THIRD LANGUAGE LEARNING, TEACHER TRAINING AND CERTIFICATION, AND THE TEACHING OF ENGLISH IN SCHOOLS ATTENDED BY FRENCH SPEAKING PUPILS. A SEPARATE CHAPTER CONTAINS A COMPILATION OF SPECIFIC RECOMMENDATIONS DIRECTED TO SUCH APPROPRIATE EDUCATIONAL AGENCIES IN ONTARIO AS THE BOARDS OF EDUCATION, COLLEGES AND UNIVERSITIES, THE ONTARIO DEPARTMENT OF EDUCATION, AND THE ONTARIO CURRICULUM INSTITUTE. APPENDICES CONTAIN OUTLINES OF THREE PROJECTS—A GEOGRAPHY UNIT TAUGHT IN THE SECOND LANGUAGE, A HEALTH PROJECT, AND A SUMMER PROGRAM IN INTENSIVE LANGUAGE STUDY DESIGNED TO TRAIN ELEMENTARY SCHOOL TEACHERS TO TEACH FRENCH. (AM)

ED 012 563 FL 000 483

MCCUAIG, MURIEL G. AND OTHERS

THIRD LANGUAGE STUDY IN THE SECONDARY SCHOOLS, REPORT NUMBER THREE OF THE MODERN LANGUAGE COMMITTEE (ONTARIO). (TITLE SUPPLIED).

ONTARIO CURRICULUM INST., TORONTO
PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$2.56 64P.

DESCRIPTORS *LANGUAGE LEARNING LEVELS, *LANGUAGE PROGRAMS, *MULTILINGUALISM, *PROGRAM EVALUATION, *SECONDARY SCHOOLS, GERMAN, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, ITALIAN, ONTARIO CURRICULUM INSTITUTE, RUSSIAN, SPANISH.

A SUMMARY IS GIVEN OF EVALUATIONS MADE BY FOUR CURRICULUM COMMITTEES OF THE GERMAN, ITALIAN, RUSSIAN, AND SPANISH PROGRAMS OFFERED IN ONTARIO SECONDARY SCHOOLS. FOR EACH LANGUAGE, AN OUTLINE OF THE SPECIAL PROBLEMS PERTAINING TO THE PARTICULAR LANGUAGE, AN ASSESSMENT OF THE LATEST TEACHING AIDS, MATERIALS, AND METHODS, AND AN OUTLINE OF A PROPOSED FIVE-YEAR SEQUENTIAL COURSE OF STUDY ARE PRESENTED. FINALLY, THE RECOMMENDATIONS FOR BRINGING ABOUT THE NEW PLANS ARE STATED. APPROPRIATE TEXTS FOR ALL OF THE LANGUAGES EXCEPT GERMAN ARE DISCUSSED AND EVALUATED. (OC)

ED 012 564 FL 000 486

EDGERTON, MILLS FOX, JR.

FRENCHMEN AND DETECTIVE STORIES.

PUB DATE 05 NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *CULTURAL AWARENESS, *CURRICULUM ENRICHMENT, *FRENCH, *LEARNING THEORIES, *READING MATERIALS, FICTION.

BECAUSE COURSES IN FRENCH CULTURE SEEM TO BE TOO NARROWLY ORGANIZED AND LIMITED, THEY LACK THE COMPLEX CONTEXT THAT IS PRESENT IN "REAL LIFE." A BETTER WAY TO GET YOUNG AMERICAN STUDENTS TO SEE AND UNDERSTAND THE FRENCH WAY OF LIFE OR VIEW OF THE WORLD IS THROUGH A STUDY OF CONTEMPORARY FICTION. SPECIFICALLY, THE FRENCH DETECTIVE STORY, WITH A FRENCH SETTING, AN ASSORTMENT OF TYPICAL FRENCH CHARACTERS, AND WRITTEN IN "NEUTRAL" OR NON-LITERARY LANGUAGE, COULD BE THE IDEAL MEDIUM BY WHICH TO KNOW FRENCH CULTURE. THERE IS AN ADDITIONAL ADVANTAGE IN THAT THIS KIND OF FICTION IS WELL SUITED TO HOLDING THE INTEREST OF YOUNG READERS. (THIS DOCUMENT WAS DELIVERED AS A SPEECH TO THE CONNECTICUT CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, NOVEMBER 5, 1966.) (OC)

ED 012 565 FL 000 488

NAJAM, EDWARD W.

MATERIALS AND TECHNIQUES FOR THE LANGUAGE LABORATORY.

INDIANA UNIV., BLOOMINGTON, RES. CTR. IN ANTHROP.

PUB DATE JAN 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCES, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *LANGUAGE RESEARCH, AUDIOLINGUAL METHODS, AUDIOVISUAL INSTRUCTION, COLLEGE LANGUAGE PROGRAMS, DESCRIPTIVE LINGUISTICS, INSTRUCTIONAL MATERIALS, SECONDARY SCHOOLS, TEACHING TECHNIQUES.

THE PROCEEDINGS OF THE SECOND ANNUAL INDIANA-PURDUE LANGUAGE LA-

BORATORY CONFERENCE ARE ORGANIZED, AFTER INTRODUCTORY STATEMENTS BY NAJAM AND LARSEN ON CONTEMPORARY TRENDS IN LANGUAGE INSTRUCTION, UNDER THREE GENERAL HEADINGS PLUS APPENDICES. IN THE FIRST SECTION DEVOTED TO MATERIALS AND TECHNIQUES ARE ARTICLES BY HYER, GARIMALDI, EDDY, AND SMITH ON THE LANGUAGE TEACHER AND THE AUDIOVISUAL COORDINATOR, THE CORRELATION OF THE LABORATORY WITH THE CLASSROOM, THE NEW YORK MATERIALS DEVELOPMENT CENTER AND THE "GLASTONBURY MATERIALS," AND DESCRIPTIVE LINGUISTICS AND FUTURE LANGUAGE TEACHING. IN THE SECOND SECTION, WHICH DEALS WITH EXPERIMENTAL MATERIALS AND RESEARCH, ARE REPORTS BY WINFIELD, LOCKE, HOCKING, MUELLER, AND PIMSLEUR ON UPDATED TYPES OF MATERIALS, LANGUAGE LEARNING AND FREQUENCY RESPONSE, PURDUE EXPERIMENTATION, MATERIALS AND METHODS EXPERIMENTATION AND RESEARCH, AND THE FRENCH SPEAKING PROFICIENCY TEST. THE FINANCING AND PLANNING OF LABORATORIES IS DISCUSSED BY HUTCHINSON, TRUMP, AND DE BERNARDIS. IN THE THIRD SECTION DEALING WITH CURRENT DEVELOPMENTS BIRKMAIER, POSTON, HAYES, MILDENBERGER, AND ROPER DISCUSS THE FUTURE IN MODERN LANGUAGES, THE LABORATORY IN NDEA INSTITUTES, A TENTATIVE SCHEMATIZATION FOR RESEARCH IN TEACHING CROSS-CULTURAL COMMUNICATION, PROBLEMS AND PROJECTIONS, AND COMMUNICATION AS A NATIONAL IMPERATIVE. INCLUDED IN THE APPENDICES ARE A SKETCHBOOK OF ARCHITECTURE AND EQUIPMENT FOR THE LABORATORY, A CONFERENCE PROGRAM, AND A LIST OF PARTICIPANTS. THIS DOCUMENT IS A REPORT OF THE SECOND LANGUAGE LABORATORY CONFERENCE HELD AT PURDUE UNIVERSITY, MARCH 23-25, 1961, AND IT IS AVAILABLE AS PART TWO OF THE "INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS," VOLUME 28, NUMBER 1, JANUARY 1962. (AB)

ED 012 566 FL 000 501

PEI, MARJORIE LOWRY

READING IN A FOREIGN LANGUAGE--AREAS OF INVESTIGATION.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *LANGUAGE RESEARCH, *MODERN LANGUAGES, *READING INSTRUCTION, *TEACHING TECHNIQUES, *VOCABULARY DEVELOPMENT, LEARNING PROCESSES, READABILITY.

FOR SUCCESSFUL CURRICULUM REVISION REGARDING THE DEVELOPMENT OF READING SKILLS IN THE FOREIGN LANGUAGE PROGRAM, THERE MUST BE CONTINUOUS EVALUATION OF EXISTING THEORIES AS WELL AS INVESTIGATION OF NEW ONES. AREAS WHICH HAVE ALREADY BEEN EVALUATED FOR THEIR USEFULNESS IN THE TEACHING OF READING IN A FOREIGN LANGUAGE ARE READABILITY FORMULAS, DIRECT AND INCIDENTAL VOCABULARY STUDY, DICTIONARY USE, WORD STRUCTURE STUDY, AND THE TRANSFERRABILITY OF RECENTLY LEARNED VOCABULARY INTO NEW CONTEXTS. OTHER AREAS YET TO BE EXPLORED INCLUDE THEORIES OF THE TEACHING OF IDIOMS, RECOGNITION OF CULTURAL CLUES IN READING MATERIALS, AND FACTORS PREDICTING SUCCESS IN THE READING OF A FOREIGN

LANGUAGE. THIS DOCUMENT APPEARED IN THE "DFL BULLETIN," VOLUME 6, NUMBER 4, MAY 1967. (SS)

ED 012 567 FL 000 504

ABRAHAM, JOAN CALDWELL, GENELLE
THE NATIVE AS AN AIDE IN THE CLASSROOM.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.16 4P.

DESCRIPTORS *CURRICULUM ENRICHMENT, *MODERN LANGUAGES, *SECONDARY SCHOOLS, *TEACHER AIDES, *TEACHER EXCHANGE PROGRAMS, CULTURAL CONTEXT, INSTRUCTIONAL IMPROVEMENT, LANGUAGE INSTRUCTION, TEAM TEACHING.

THE NATIVE SPEAKER WHO SERVES AS A TEACHER AIDE CAN PLAY A DECISIVE ROLE IN A FOREIGN LANGUAGE PROGRAM IF THE COOPERATING TEACHER CAREFULLY PLANS HIS WORK BUT ALLOWS FOR FLEXIBILITY IN SCHEDULING HIS DUTIES. AS A RESOURCE PERSON THE AIDE CAN LEND AUTHENTICITY TO THE LANGUAGE EXPERIENCE, IN BOTH SKILL DEVELOPMENT AND CULTURAL ENRICHMENT. HE CAN PROVIDE IMMEDIATE DRILL REINFORCEMENT FOR THE STRUCTURES TAUGHT, LISTENING OPPORTUNITIES AT ALL LEVELS, AND INDIVIDUAL AND GROUP PRACTICE TO HELP STUDENTS REMEDY WEAKNESSES AND PROBLEMS. IN ADDITION, HE CAN PROVIDE VALUABLE HELP TO THE TEACHER WHO MAY WISH TO IMPROVE HIS OWN ORAL MASTERY OF THE TARGET LANGUAGE. THIS DOCUMENT APPEARED IN THE "DFL BULLETIN," VOLUME 6, NUMBER 4, MAY 1967. (AB)

ED 012 568 FL 000 510

FIKS, ALFRED I.

SOME ATTITUDINAL FACTORS IN FOREIGN LANGUAGE LEARNING.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *INTENSIVE LANGUAGE COURSES, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, *STUDENT ATTITUDES, *STUDENT MOTIVATION, HUMAN RESOURCES RESEARCH OFFICE, LEARNING THEORIES.

AN EXPERIMENT INVOLVING 50 YOUNG MALE U.S. MILITARY PERSONNEL UNDERGOING INTENSIVE TRAINING IN RUSSIAN WAS CONDUCTED TO MEASURE THEIR ATTITUDES AND MOTIVATIONS IN LANGUAGE LEARNING. THE TESTS GIVEN THEM WERE STRUCTURED IN TERMS OF SUCH ATTITUDES AS THEIR GENERAL INTEREST, PRAGMATISM (CAREER OR MATERIAL ADVANTAGE), XENOPHILIA (IDENTIFICATION WITH OTHER CULTURES), ATTRACTION TO THE PARTICULAR CULTURE, AND COURSE SATISFACTION. A SIGNIFICANT CORRELATION WAS FOUND TO EXIST BETWEEN LEVEL OF ACHIEVEMENT AND ATTITUDES OF PRAGMATISM, XENOPHILIA, AND ATTRACTION TO THE CULTURE OF THE LANGUAGE STUDIED. THE SAME THREE VARIABLES WHEN USED IN CONJUNCTION WITH APTITUDE AND GENERAL INTELLIGENCE SCORES WERE FOUND RELIABLE ENOUGH TO PREDICT SUCCESS IN THE COURSE. OF LESSER IMPORTANCE WERE INTEREST IN SUBJECT MATTER AND SATISFACTION WITH THE COURSE. AS THE STUDY PROGRESSED, DECLINES IN SATISFACTION, INTEREST, AND PRAGMATIC ATTITUDES WERE NOTED BY THE TEACHERS. (OC)

ED 012 569

FL 000 534

PARR, ROBERT W. BAYS DORFER, LLOYD G.
TEXTBOOKS AND OTHER MATERIALS USED IN CALIFORNIA PUBLIC SCHOOLS IN THE TEACHING OF RUSSIAN.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 24 AUG 67
EDRS PRICE MF-00.25 HC-\$0.32 8P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE PROGRAMS, *RUSSIAN, *SECONDARY SCHOOLS, *STATE SURVEYS, CALIFORNIA, CALIFORNIA STATE DEPARTMENT OF EDUCATION, PERIODICALS, READING MATERIALS, TEXTBOOKS.

A SUMMARY IS GIVEN OF A 1965-1966 SURVEY OF INSTRUCTIONAL MATERIALS USED BY RUSSIAN TEACHERS IN GRADES 7 TO 12 IN CALIFORNIA PUBLIC SCHOOLS. THIRTEEN BASIC TEXTBOOKS, SUPPLEMENTARY TEXTS, AND TEACHING AIDS ARE LISTED FOR PROGRAMS THAT RANGED IN LENGTH FROM ONE TO FOUR YEARS. COMMENTS FROM TEACHERS INDICATED THAT MOST WERE SATISFIED WITH THEIR TEXTS, BUT THAT THE DEVELOPMENT OF MORE VISUAL AIDS, ESPECIALLY FILMS, FILMSTRIPS, AND CHARTS, AND TESTS CORRELATED WITH TEXTBOOKS, WOULD BE USEFUL. (AB)

ED 012 570

FL 000 536

LANGUAGE LEARNING-READINGS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACHIEVEMENT, *APTITUDE, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, COURSE OBJECTIVES, CURRICULUM DEVELOPMENT, INTENSIVE LANGUAGE COURSES, LANGUAGE LEARNING LEVELS.

SELECTED ARTICLES ON SECOND LANGUAGE LEARNING AND REPORTS OF RESEARCH ON LANGUAGE LEARNING AND TEACHING, PUBLISHED FROM 1960 TO 1966, ARE PROVIDED IN THIS PACKET. INCLUDED ARE-(1) "UNDER-ACHIEVEMENT IN FL LEARNING" BY PAUL PIM-SLEUR, DONALD M. SUNDLAND, AND RUTH D. MCINTYRE, (2) "THE PREDICTION OF SUCCESS IN INTENSIVE FL TRAINING" BY JOHN B. CARROLL, (3) "RESEARCH ON TEACHING FLS" BY JOHN B. CARROLL, (4) "WHERE ARE WE HEADING IN FL TEACHING?" BY WILLIAM R. JONES, (5) "THE FACES OF LANGUAGE" BY THEODORE ANDERSSON, AND (6) "MFLS AND THE ACADEMICALLY TALENTED STUDENT" BY WILMARTH H. STARR, MARY P. THOMPSON, AND DONALD D. WALSH. THIS DOCUMENT IS AVAILABLE AS PACKET A31 FOR \$3.00 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 571

FL 000 537

TEACHER PREPARATION-SELECTED READINGS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GUIDELINES, *MODERN LANGUAGES, *PROGRAM IMPROVEMENT, *TEACHER EDUCATION CURRICULUM, *TEACHER QUALIFICATIONS, COLLEGE LANGUAGE PROGRAMS, COLLEGE TEACHERS, INSERVICE EDUCATION, INSTITUTES (TRAINING PROGRAMS), LANGUAGE PROFICIENCY, METHODS COURSES, MODERN LANGUAGE ASSOCIATION, NASDTEC, NDEA, NDEA LANGUAGE INSTITUTES, PRESERVICE EDUCATION, PROGRAM EVALUATION, SECONDARY SCHOOL TEACHERS.

DESIGNED PRIMARILY FOR PERSONS INTERESTED IN ESTABLISHING OR IMPROVING PROGRAMS OF TEACHER EDUCATION IN FOREIGN LANGUAGES, THIS COLLECTION CONTAINS ARTICLES, RESEARCH REPORTS, SURVEYS, AND GUIDELINES PUBLISHED FROM 1966 TO 1966. INCLUDED ARE-(1) "GUIDELINES FOR TEACHER EDUCATION PROGRAMS IN MFLS," (2) "THE EDUCATION OF THE MFL TEACHER FOR AMERICAN SCHOOLS" (AXELROD), (3) "THE IDEAL PREPARATION OF FL TEACHERS" (BROOKS), (4) "THE TEACHER OF MFLS" (ANDERSSON), (5) "THE PREPARATION OF COLLEGE TEACHERS OF MFLS" (MACALLISTER), (6) "PREPARATION OF COLLEGE AND UNIVERSITY LANGUAGE TEACHERS" (STEIN), (7) "TOWARD A REDEFINITION OF TEACHER ROLE AND TEACHING CONTEXT IN FL INSTRUCTION" (VALDMAN), (8) "THE EDUCATION AND RE-EDUCATION OF FL TEACHERS" (E. ALLEN), (9) "THE NATURAL PROCESS OF LANGUAGE LEARNING" (GATENBY), (10) "THE PREPARATION OF MFL TEACHERS" (WALSH), (11) "UNDERGRADUATE MFL TEACHER-TRAINING IN LIBERAL ARTS COLLEGES-A SURVEY" (PAQUETTE), (12) "UNDERGRADUATE MFL TEACHER-TRAINING IN SCHOOLS AND COLLEGES OF EDUCATION-A SURVEY" (PAQUETTE), (13) "CONSERVING OUR LINGUISTIC RESOURCES" (GAARDER), (14) "PRIORITIES IN LANGUAGE EDUCATION" (DIEKHOF), (15) "THE LANGUAGE OF REVOLUTION" (MANKIEWICZ), (16) "THE SCHOOLS TAKE OVER FLS" (HOCKING), (17) "NDEA AND MFLS" (DIEKHOF), AND (18) "EVALUATING THE FL PROGRAM" (BIRKMAIER). THIS DOCUMENT IS AVAILABLE AS PACKET C51 FOR \$4.00 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 572

FL 000 538

TEACHING TECHNIQUES-SELECTED READINGS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APPLIED LINGUISTICS, *AUDIOLINGUAL SKILLS, *PATTERN DRILLS (LANGUAGE), *SECOND LANGUAGE LEARNING, *TEACHING TECHNIQUES, FLEXIBLE SCHEDULES, LEARNING THEORIES, MODERN LANGUAGE CURRICULUM, READING INSTRUCTION, WRITING SKILLS.

A DIVERSIFIED SELECTION OF ARTICLES CONTAINING DESCRIPTIONS AND EXPLANATIONS OF TEACHING TECHNIQUES, PUBLISHED FROM 1961 TO 1967, IS PROVIDED IN THIS PACKET. INCLUDED ARE-(1) "TOWARD BETTER CLASSROOM TEACHING" (GREW), (2) "GOOD TEACHING PRACTICES-A SURVEY OF HIGH SCHOOL FL CLASSES" (HAMLIN AND OTHERS), (3) LISTENING COMPREHENSION (RIVERS), (4) "ORAL EXERCISES-THEIR TYPE AND FORM" (HOK), (5) "REALIA AND REALITIES-FROM LANGUAGE TO LITERATURE" (NELSON), (6) "REALIZING THE READING COMPREHENSION AND LITERATURE AIMS VIA AN AUDIO-LINGUAL ORIENTATION" (NACCI), (7) "THE LEARNING STRATEGY OF THE TOTAL PHYSICAL RESPONSE" (ASHER), (8) "FROM PHONEME TO GRAPHEME AUDIO-LINGUALLY" (BARRUTIA), (9) "THE DANGER OF ASSUMPTION WITHOUT PROOF" (BAZAN), (10) "ORAL OBJECTIVE TESTING IN THE CLASSROOM" (VALETTE), (11) "THE MAP FOR PATTERN PRACTICE" (REICHMANN), (12) "THE USE OF THE DICTEE IN THE FRENCH LANGUAGE CLASSROOM" (VALETTE), (13) "FLEXIBLE SCHEDULING AND FL INSTRUCTIONS-A CONFERENCE REPORT" (ALLEN AND POLITZER), (14) "THE MACRO AND MICRO STRUCTURE OF THE FL CURRICULUM" (POLITZER), (15) "MFLS IN HIGH SCHOOL-PRE-READING INSTRUCTION" (O'CONNOR), (16) "DOES THE FL TEACHER HAVE TO TEACH ENGLISH GRAMMAR" (TWADDELL), AND (17) "MODERN SPANISH" IN AN INTENSIVE PROGRAM FOR GRADUATE STUDENTS" (SACKS). THIS DOCUMENT IS AVAILABLE AS PACKET D31 FOR \$4.50 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 573 FL 000 539
SELECTED READINGS IN LINGUISTICS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *APPLIED LINGUISTICS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, *TEACHING TECHNIQUES, AUDIOLINGUAL SKILLS, CONCEPT TEACHING, CONTRASTIVE LINGUISTICS, LEARNING PROCESSES, LINGUISTIC PATTERNS, LINGUISTIC THEORY, PATTERN DRILLS (LANGUAGE), PSYCHOLINGUISTICS, READING INSTRUCTION, VOCABULARY DEVELOPMENT.
THIS PACKET OF MATERIALS PUBLISHED FROM 1964 TO 1967 CONTAINS ITEMS OF HISTORICAL AND THEORETICAL INTEREST AS WELL AS SOME WHICH PROVIDE ADVICE ON CLASSROOM TEACHING AND LEARNING. INCLUDED ARE-(1) "A LINGUISTIC GUIDE TO LANGUAGE LEARNING" BY WILLIAM G. MOULTON, (2) "WORDS, MEANINGS, AND CONCEPTS" BY JOHN B. CARROLL, (3) "THE IMPACT OF LINGUISTICS ON LANGUAGE TEACHING-PAST, PRESENT, AND FUTURE" BY ROBERT L. POLITZER, (4) "OPPORTUNITY AND OBLIGATION" BY ALBERT H. MARCKWARDT, (5) "THE ANALYSIS OF READING INSTRUCTION-PERSPECTIVES FROM PSYCHOLOGY AND LINGUISTICS" BY JOHN B. CARROLL, (6) "SOME PEDAGOGICAL DANGERS IN RECENT LINGUISTIC TRENDS" BY RICHARD BARRUTIA, (7) "THE LINGUISTIC BASIS FOR THE DEVELOPMENT OF READING SKILL" BY CHARLES T. SCOTT, AND (8) "THE PLATEAU, OR THE CASE FOR COMPREHENSION-THE 'CONCEPT' APPROACH" BY SIMON BELASCO. THIS DOCUMENT IS AVAILABLE AS PACKET E31 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 573

FL 000 539

SELECTED READINGS IN LINGUISTICS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APPLIED LINGUISTICS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, *TEACHING TECHNIQUES, AUDIOLINGUAL SKILLS, CONCEPT TEACHING, CONTRASTIVE LINGUISTICS, LEARNING PROCESSES, LINGUISTIC PATTERNS, LINGUISTIC THEORY, PATTERN DRILLS (LANGUAGE), PSYCHOLINGUISTICS, READING INSTRUCTION, VOCABULARY DEVELOPMENT.

THIS PACKET OF MATERIALS PUBLISHED FROM 1964 TO 1967 CONTAINS ITEMS OF HISTORICAL AND THEORETICAL INTEREST AS WELL AS SOME WHICH PROVIDE ADVICE ON CLASSROOM TEACHING AND LEARNING. INCLUDED ARE-(1) "A LINGUISTIC GUIDE TO LANGUAGE LEARNING" BY WILLIAM G. MOULTON, (2) "WORDS, MEANINGS, AND CONCEPTS" BY JOHN B. CARROLL, (3) "THE IMPACT OF LINGUISTICS ON LANGUAGE TEACHING-PAST, PRESENT, AND FUTURE" BY ROBERT L. POLITZER, (4) "OPPORTUNITY AND OBLIGATION" BY ALBERT H. MARCKWARDT, (5) "THE ANALYSIS OF READING INSTRUCTION-PERSPECTIVES FROM PSYCHOLOGY AND LINGUISTICS" BY JOHN B. CARROLL, (6) "SOME PEDAGOGICAL DANGERS IN RECENT LINGUISTIC TRENDS" BY RICHARD BARRUTIA, (7) "THE LINGUISTIC BASIS FOR THE DEVELOPMENT OF READING SKILL" BY CHARLES T. SCOTT, AND (8) "THE PLATEAU, OR THE CASE FOR COMPREHENSION-THE 'CONCEPT' APPROACH" BY SIMON BELASCO. THIS DOCUMENT IS AVAILABLE AS PACKET E31 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 574

FL 000 540

FILES PACKET (REVISED 1967).
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *FLES, *INSTRUCTIONAL MATERIALS, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, ARTICULATION (PROGRAM), ELEMENTARY SCHOOLS, LANGUAGE RESEARCH, LEARNING THEORIES, PROGRAM ADMINISTRATION, STATE FOREIGN LANGUAGE SUPERVISORS, TEACHING TECHNIQUES, TELEVISION RESEARCH.

DESIGNED FOR TEACHERS OR SCHOOL OFFICIALS INTERESTED IN THE RATIONALE AND PROBLEMS OF TEACHING FLES, THIS PACKET CONTAINS A DIVERSIFIED SELECTION OF ARTICLES AND REPORTS PUBLISHED FROM 1954 TO THE PRESENT. INCLUDED ARE—(1) "FLES—SOME QUESTIONS AND ANSWERS," (2) "FLES—AN MLA STATEMENT OF POLICY," (3) "THE MEANING OF FLES" (BROOKS), (4) "A FL IN THE PRIMARY SCHOOL" (STERN), (5) "FLES IN THE GRADES—A CAUTION" (PARKER), (6) "THE LEARNING OF LANGUAGES" (PENFIELD), (7) "CHILDHOOD AND SECOND LANGUAGE LEARNING," (8) "FLES IN THE ELEMENTARY GRADES OF FAIRFIELD, CONNECTICUT" (HOYT), (9) "FL BELOW THE NINTH GRADE" (ALLEN), (10) "TWO YEARS WITH THE SAINT-CLOUD MATERIALS" (KUNKEL), (11) "THE ARTICULATION OF FLES" (F. AND G. DEL OLMO), (12) "REPORT OF THE WORKING COMMITTEE OF THE NORTHEAST CONFERENCE ON ELEMENTARY AND JUNIOR HIGH SCHOOL CURRICULA," (13) "RESEARCH RESULTS IN THREE LARGE TELEVISED FLES PROGRAMS" (RANDALL), (14) "WHAT RESEARCH TELLS US" (DONOGHUE), (15) "SELECTED LIST OF MATERIALS" (KEESEE), (16) "MFLS AND YOUR CHILD" (JOHNSTON AND KEESEE), (17) "MFLS IN THE ELEMENTARY SCHOOL" (KEESEE), (18) "REFERENCES ON FLES" (KEESEE), (19) "FLES FOR CHILDREN, WHAT RESEARCH SAYS" (CARROLL), (20) "THEY DROPPED THE BALL ON FLES" (GASKELL), (21) "STATE SUPERVISORS AND CONSULTANTS (CURRENT)." THIS DOCUMENT IS AVAILABLE AS PACKET F11 FOR \$3.50 FROM THE MLA MATERIALS CENTER, NEW YORK CITY, NEW YORK, 10011. (AM)

ED 012 575 FL 000 541
THE LANGUAGE LABORATORY—SELECTED READINGS.
MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *LANGUAGE RESEARCH, *PROGRAM EVALUATION, *SECONDARY SCHOOLS, ELECTRONIC CLASSROOMS, EQUIPMENT EVALUATION, EQUIPMENT STANDARDS, EQUIPMENT UTILIZATION, GLOSSARIES, LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, MANAGEMENT, SCHEDULING, TEACHING TECHNIQUES.

THIS PACKET OF ARTICLES AND BOOKLETS, PUBLISHED FROM 1961 TO 1965, IS DESIGNED FOR PERSONS INTERESTED IN THE USE OF THE LANGUAGE LABORATORY IN THEIR FOREIGN LANGUAGE PROGRAMS. INCLUDED ARE—(1) "A DOZEN DO'S AND DON'TS FOR PLANNING AND OPERATING A LANGUAGE LAB OR AN ELECTRONIC CLASSROOM IN A HIGH SCHOOL," (2) "MODERN FOREIGN LANGUAGES IN HIGH SCHOOL—THE LANGUAGE LABORATORY" BY JOSEPH C. HUTCHINSON, (3) "OCCUPATION—LANGUAGE LABORATORY DIRECTOR" BY DAYMOND TURNER, (4) "THE KEATING REPORT—A SYMPOSIUM"

BY EDWARD M. STACK, JOHN J. AND SALLY F. PORTER, EUGENE W. ANDERSON, AND FRANK GRITTNER, (5) "THE LANGUAGE LABORATORY—HOW EFFECTIVE IS IT" BY JOSEPH C. HUTCHINSON, (6) "THE USE AND MISUSE OF LANGUAGE LABORATORIES" BY GEORGE A. C. SCHERER, AND (7) "FOREIGN LANGUAGE IN THE RESIDENCE HALL" BY ROGER L. COLE. THIS DOCUMENT IS AVAILABLE AS PACKET G31 FOR \$1.75 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AB)

ED 012 576 FL 000 542
PROGRAMMED LEARNING PACKET.

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *MODERN LANGUAGES, *PROGRAMMED INSTRUCTION, *SECOND LANGUAGE LEARNING, COLLEGE LANGUAGE PROGRAMS, INSERVICE EDUCATION, LANGUAGE LABORATORY USE, PROGRAMED MATERIALS, SECONDARY SCHOOLS, TEACHING MACHINES.

MATERIALS CONCERNING PROGRAMED INSTRUCTION IN FOREIGN LANGUAGES, PUBLISHED FROM 1960 TO 1967, ARE COLLECTED IN THIS PACKET FOR LANGUAGE TEACHERS AND PERSONS INTERESTED IN THE FUTURE USES OF THE LANGUAGE LABORATORY. INCLUDED ARE—(1) "PROGRAMED LEARNING OF A SECOND LANGUAGE" BY HARLAN LANE, (2) "A PRIMER OF PROGRAMED INSTRUCTION IN FOREIGN LANGUAGE TEACHING" BY JOHN B. CARROLL, (3) "PROGRAMED INSTRUCTION IN TEACHER RETRAINING (NDEA INSTITUTES)" BY THEODORE H. MUELLER AND HENRI NIEDZIELSKI, (4) "A SUGGESTED AUTOMATED BRANCH PROGRAM FOR FOREIGN LANGUAGES" BY RICHARD BARRUTIA, (5) "THE TEACHING MACHINE AND THE TEACHING OF LANGUAGES" BY F. RAND MORTON, (6) "THE CONTRIBUTIONS OF PSYCHOLOGICAL THEORY AND EDUCATIONAL RESEARCH TO THE TEACHING OF FOREIGN LANGUAGES" BY JOHN B. CARROLL, (7) "NEW DIRECTIONS IN FOREIGN LANGUAGE TEACHING" BY ALFRED S. HAYES, (8) "THE FUTURE OF LANGUAGE LABORATORIES" BY WILLIAM N. LOCKE, AND (9) "FOREIGN LANGUAGE PROGRAMED MATERIALS, 1966" BY ALFRED I. FIKS. THIS DOCUMENT IS AVAILABLE AS PACKET D71 FOR \$3.00 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (SS)

ED 012 577 FL 000 543
GUIDANCE PACKET.
MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT QUALIFICATIONS, *GUIDANCE COUNSELING, *MODERN LANGUAGES, *VOCATIONAL COUNSELING, CAREER CHOICE, COLLEGE ADMISSIONS, COLLEGE STUDENTS, EXCHANGE PROGRAMS, LANGUAGE LEARNING, SECONDARY SCHOOL STUDENTS.

THIS PACKET PROVIDES VOCATIONAL AND ACADEMIC ADVICE TO THE LANGUAGE LEARNER AND USEFUL INFORMATION ABOUT LANGUAGE LEARNING TO TEACHERS, COUNSELORS, AND ADMINI-

STRATORS. THE DOCUMENTS, PUBLISHED FROM 1963 TO 1967, ARE—(1) "VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE STUDENTS" BY GILBERT C. KETTELKAMP, (2) "ADVICE TO THE LANGUAGE LEARNER" BY DONALD D. WALSH, (3) "A HANDBOOK FOR GUIDING STUDENTS IN MODERN FOREIGN LANGUAGES" BY ILO REMER, AND (4) "TRANSLATING FOREIGN LANGUAGES INTO CAREERS" COMPILED BY RICHARD T. HARDESTY OF THE INDIANA LANGUAGE PROGRAM. THIS DOCUMENT IS AVAILABLE AS PACKET B51 FOR \$1.25 FROM THE MLA MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, NEW YORK, 10011. (AB)

ED 012 578 JC 660 065

ROGERS, JAMES TRAVIS

RETIRED MILITARY PERSONNEL AS JUNIOR COLLEGE INSTRUCTORS—AN ANALYSIS CONDUCTED IN FLORIDA PUBLIC JUNIOR COLLEGES.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *FACULTY, *FACULTY RECRUITMENT, *JUNIOR COLLEGES, *TEACHER EVALUATION, FLORIDA, INSTRUCTIONAL STAFF, INTERPERSONAL RELATIONSHIP, TEACHERS.

SIXTY-SIX RETIRED MILITARY PERSONNEL OCCUPYING TEACHING POSITIONS IN 17 JUNIOR COLLEGES COMPRISED THE POPULATION OF THIS STUDY. A QUESTIONNAIRE WAS DISTRIBUTED TO ADMINISTRATORS, STUDENTS, AND THE RETIRED MILITARY PERSONNEL. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN RETIRED MILITARY PERSONNEL AND CAREER TEACHERS, AND NO SIGNIFICANT DIFFERENCES EXIST BETWEEN RETIRED MILITARY PERSONNEL WHO ATTENDED GRADUATE SCHOOL AFTER RETIREMENT AND THOSE WHO DID NOT. IN THEIR RELATIONSHIPS WITH OTHERS, RETIRED MILITARY PERSONNEL WHO ATTENDED SERVICE ACADEMIES WERE RATED BY ADMINISTRATORS SIGNIFICANTLY LOWER THAN THOSE WHO DID NOT ATTEND THE ACADEMIES. ADMINISTRATORS AND RETIRED MILITARY PERSONNEL BOTH AGREE THAT THE RETIRED MILITARY PERSONNEL ARE QUALIFIED FOR A VARIETY OF TEACHING AREAS DEPENDING ON THE BACKGROUND AND EXPERIENCE OF THE INDIVIDUAL, BUT ESPECIALLY IN THE SCIENCE-MATHEMATICS AREAS. (HS)

ED 012 579 JC 660 070

SCHAUER, CLARENCE H.

APPLIANCE SERVICE TECHNOLOGY PROGRAMS.

LAKE MICHIGAN COLL., BENTON HARBOR

PUB DATE JUN 66

EDRS PRICE MF-\$0.50 HC-\$4.48 112P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *JUNIOR COLLEGES, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, APPLIANCE SERVICE TECHNICIANS, BENTON HARBOR.

THIS IS AN OUTGROWTH OF A FEASIBILITY STUDY COMPLETED IN THE PREVIOUS YEAR (SEE JC 660 071). IT PROPOSES 1-YEAR AND 2-YEAR APPLIANCE SERVICE TECHNOLOGY PROGRAMS, BASIC COURSE OUTLINES, AND FACULTY NEEDS AND EQUIPMENT FOR THIS COLLEGE. EACH PROGRAM INCLUDES THE SUBAREAS OF COMMUNICATIONS SKILLS, BUSINESS

PRINCIPLES AND PRACTICES, WARRANTIES, AND MATHEMATICS. CRITERIA FOR THE ESTABLISHMENT OF SUCH A PROGRAM AND A SUMMARY OF THE PROPOSALS ARE SUGGESTED. RECOMMENDATIONS INCLUDE (1) CLOSE COOPERATIVE ARTICULATION AMONG THE COLLEGE, THE HIGH SCHOOL, AND THE APPLIANCE INDUSTRY, (2) THE ESTABLISHMENT OF A SOUND FINANCIAL BASE, AND (3) THE INSTIGATION OF A PROMOTIONAL CAMPAIGN. THE FINAL PORTION OF THIS PROPOSAL CONTAINS THE CURRICULUM GUIDE FOR EACH OF THE TWO PROGRAMS, THE SUGGESTED EQUIPMENT LIST, AN INTEREST QUESTIONNAIRE FOR PROSPECTIVE EMPLOYERS, AND A LIST OF THE MEMBERS OF THE COMMITTEE. (JP)

ED 012 580

JC 660 083

JOST, ERWIN

HIGH VERBAL APTITUDE AND GRADE ACHIEVEMENT, A STUDY OF THE GRADE ACHIEVEMENT OF TWO HUNDRED FIRST-SEMIESTER COLLEGE OF SAN MATEO FRESHMEN WHO RANKED HIGH IN VERBAL APTITUDE AS MEASURED BY THE SCHOOL AND COLLEGE ABILITY TESTS AND THE CO-OPERATIVE ENGLISH TESTS.

COLLEGE OF SAN MATEO, CALIF.

PUB DATE 07 JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.80 20P.

DESCRIPTORS *ABLE STUDENTS, *COLLEGE ENTRANCE EXAMINATIONS, *JUNIOR COLLEGES, *PREDICTIVE ABILITY (TESTING), *VERBAL ABILITY, ACADEMIC ACHIEVEMENT, COOPERATIVE ENGLISH TESTS, SAN MATEO, SCHOOL AND COLLEGE ABILITY TESTS.

GRADE DISTRIBUTIONS IN ENGLISH, SOCIAL SCIENCES, FOREIGN LANGUAGES, MATHEMATICS, AND NATURAL SCIENCES WERE COMPARED WITH SCORES ON TESTS GIVEN AT THE TIME OF ADMISSION. STUDENTS WITH SCORES BETWEEN THE 85TH AND 95TH PERCENTILES EARNED SUPERIOR GRADES IN HIGHLY VERBAL COURSES. AS A GROUP, STUDENTS ABOVE THE 74TH PERCENTILE PERFORMED NO BETTER THAN OTHERS IN ENGLISH 1A, AND, IN GENERAL, EARNED LOWER GRADES IN ENGLISH 1A THAN IN THEIR OTHER COURSES. FOREIGN LANGUAGE GRADES WERE GENERALLY NOT PREDICTABLE FROM THE TESTS, THOUGH THE SAMPLE MAY HAVE BEEN INADEQUATE. VERBAL APTITUDE WAS A STRONG PREDICTOR OF SUCCESS IN SOCIAL SCIENCES. PERFORMANCE OF STUDENTS WITH HIGH VERBAL TEST SCORES WAS DISAPPOINTING, ESPECIALLY IN AREAS WHICH ARE MOST DEMANDING OF VERBAL SKILLS. DIFFERENTIALS OF FEWER THAN 30 PERCENTILE POINTS BETWEEN HIGH VERBAL AND LOWER QUANTITATIVE SCORES DO NOT APPEAR RELATED TO GRADES. SUPERIOR QUANTITATIVE APTITUDE WAS INDICATIVE OF ONLY SLIGHTLY BETTER THAN AVERAGE PERFORMANCE IN MATHEMATICS AND SCIENCES. (WO)

ED 012 581

JC 660 089

RICHARDS, JAMES M., JR. AND OTHERS. REGIONAL DIFFERENCES IN JUNIOR COLLEGES.

AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA

REPORT NUMBER ACT-RR-9

PUB DATE DEC 65

EDRS PRICE MF-\$0.25 HC-\$1.60 40P.

DESCRIPTORS *GEOGRAPHIC REGIONS, *JUNIOR COLLEGES, COLLEGE PLANNING, COUNSELING PROGRAMS, INSTITUTIONAL ENVIRONMENT, IOWA CITY, SCHOOL SUPPORT, SPECIALIZATION, STATISTICAL ANALYSIS.

SIX FACTORS OR CATEGORIES OF COLLEGE CHARACTERISTICS WERE COMPUTED FOR 581 ACCREDITED JUNIOR COLLEGES. WHEN THESE INSTITUTIONS WERE CLASSIFIED AND ANALYZED BY GEOGRAPHICAL REGION, SIGNIFICANT DIFFERENCES WERE FOUND AMONG REGIONS ON ALL SIX FACTORS. ON THE CULTURAL AFFLUENCE OR PRIVATE CONTROL FACTOR, THE MAIN TREND SEEMS TO BE FOR COLLEGES IN THE GREAT LAKES STATES AND IN THE FAR WEST TO BE LOWER THAN COLLEGES IN OTHER REGIONS. THE MAJOR TREND ON THE SIZE FACTOR IS FOR COLLEGES IN THE FAR WEST TO BE LARGER. ON THE AGE OR CONVENTIONALISM FACTOR, COLLEGES IN THE SOUTHEAST, SOUTHWEST AND ROCKIES, AND THE PLAINS STATES ARE HIGH WHILE COLLEGES IN THE FAR WEST ARE LOW. ON TRANSFER EMPHASIS, COLLEGES IN NEW ENGLAND AND IN THE MIDEAST ARE EXTREMELY LOW, WITH FEW SIGNIFICANT DIFFERENCES AMONG OTHER REGIONS. THE MAJOR TREND ON THE BUSINESS ORIENTATION, OR HIGH COST FACTOR IS FOR COLLEGES IN NEW ENGLAND, THE MIDEAST, AND THE GREAT LAKES TO BE MUCH HIGHER THAN COLLEGES IN OTHER REGIONS. ESTIMATED FACTOR SCORES FOR EACH OF THE 581 JUNIOR COLLEGES ARE GIVEN. THE RESULTS OF THIS STUDY HAVE IMPLICATIONS FOR RESEARCH, COUNSELING, AND JUNIOR COLLEGE PLANNING. (HS)

ED 012 582

JC 660 093

HARRIS, NORMAN C. YENCOS, WILLIAM R.

TECHNICAL EDUCATION IN MICHIGAN COMMUNITY COLLEGES—CURRENT STATUS OF COLLEGIATE TECHNICAL PROGRAMS, AND FEASIBILITY OF PRE-TECHNICAL CURRICULUMS IN HIGH SCHOOLS.

MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION

PUB DATE MAR 65

EDRS PRICE MF-\$0.75 HC-\$5.84 146P.

DESCRIPTORS *COMMUNITY COLLEGES, *CURRICULUM, *CURRICULUM DEVELOPMENT, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, ANN ARBOR, HIGH SCHOOLS, INDUSTRIAL EDUCATION, MICHIGAN, PROGRAM ARTICULATION, TECHNICAL EDUCATION, VOCATIONAL COUNSELING.

TO DETERMINE OPTIMUM HIGH SCHOOL PREPARATION FOR STUDENTS ASPIRING TO COLLEGE-LEVEL, INDUSTRIALLY ORIENTED, TECHNICAL PROGRAMS AND THE EXTENT TO WHICH HIGH SCHOOL GUIDANCE SERVICES ARE ACQUAINTING STUDENTS WITH CAREERS IN SEMI-PROFESSIONAL AND TECHNICAL OCCUPATIONS, QUESTIONNAIRES WERE MAILED TO COUNSELORS OF SELECTED HIGH SCHOOLS AND TO COMMUNITY COLLEGES. REPLIES INDICATED NEED FOR BETTER COLLEGE PUBLICITY THROUGH VISITATION PROGRAMS AND PRESS RELEASES, AND BETTER COUNSELING SERVICE AND SCHOLARSHIP ASSISTANCE. HIGH SCHOOLS COULD ENHANCE INDUSTRIAL DEPARTMENT STATUS, PROVIDE CAREER SEMINARS, AND IMPROVE COUNSELOR-PUPIL RATIOS. A SUMMARY OF FINDINGS FROM 1,837 TECHNICAL ENROLLEES IN 1963 SHOWED THAT ONLY 10 PERCENT OF THE HIGH SCHOOL GRADUATES EN-

ROLLED FOR FULL-TIME STUDY IN OCCUPATION-CENTERED PROGRAMS. REASONS GIVEN FOR LOW ENROLLMENT WERE (1) INADEQUATE VOCATIONAL GUIDANCE (30 PERCENT), (2) LACK OF INTEREST (62 PERCENT), AND (3) LACK OF CAREER INFORMATION (60 PERCENT). POOR GUIDANCE ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE COUNSELORS, INSTRUCTORS, OR TECHNICAL PROGRAM DIRECTORS WAS INDICATED. EIGHTY PERCENT OF COMMUNITY COLLEGE RESPONDENTS FELT THE FOLLOWING "PRETECHNICAL" HIGH SCHOOL COURSES WERE IMPORTANT—ENGLISH, ALGEBRA, GEOMETRY, DRAFTING, TRIGONOMETRY, PHYSICS, BASIC SHOP, AND SOCIAL STUDIES. (DE)

ED 012 583

JC 660 101

HOPPER, HAROLD H. KELLER, HELEN. WRITING SKILLS—ARE LARGE CLASSES CONDUCTIVE TO EFFECTIVE LEARNING. INDIAN RIVER JUNIOR COLL., FORT PIERCE, FLA.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.52 13P.

DESCRIPTORS *CLASS SIZE, *COMPOSITION SKILLS (LITERARY), *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *WRITING SKILLS, EXPERIMENTAL PROGRAMS, FORT PIERCE.

BY A STRATIFIED RANDOM SAMPLING, 274 STUDENTS WERE ASSIGNED TO THREE SECTIONS OF 56 STUDENTS EACH AND FOUR SECTIONS OF 28 STUDENTS. EVALUATION OF THE INSTRUCTION IN THE LARGE AND SMALL GROUPS INVOLVED ANALYSIS OF TWO ESSAYS AND INSTRUCTOR-STUDENT EVALUATIONS. WHILE THERE WAS SOME VARIATION IN STUDENT PREFERENCES, THE RESULTS OF THE PRETEST AND THE POST-TEST SHOW THAT, GIVEN THE SAME QUALITY OF INSTRUCTORS, PROGRAM, AND STUDENTS INVOLVED IN THIS EXPERIMENT, CLASS SIZE UP TO 56 DOES NOT SEEM TO BE A SIGNIFICANT VARIABLE IN THE LEARNING OF WRITING SKILLS. (WO)

ED 012 584

JC 660 123

MANUAL FOR COURSE PLANNING AT WESTERN PIEDMONT COMMUNITY COLLEGE. WESTERN PIEDMONT COMMUNITY COLL., MORGANTON, N.C.

PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$1.00 26P.

DESCRIPTORS *COURSE OBJECTIVES, *CURRICULUM DEVELOPMENT, *EDUCATIONAL OBJECTIVES, *INSTRUCTIONAL IMPROVEMENT, *JUNIOR COLLEGES, CURRICULUM GUIDES, CURRICULUM PLANNING, EDUCATIONAL METHODS, INSTRUCTION, INSTRUCTIONAL DESIGN, MORGANTON, TEACHING.

IN 1966, IT WAS DECIDED THAT ALL COURSES AT THE COLLEGE SHOULD BE PLANNED IN ORDER TO CREATE HIGH QUALITY OF EDUCATIONAL SERVICE AND RESPECTABILITY. THIS MANUAL OUTLINES THE MANNER IN WHICH THE PLANNING IS TO BE DONE. COURSE OBJECTIVES ARE TO BE STATED IN A TEACHER-ORIENTED FORM AND IN A STUDENT-ORIENTED FORM. THE TEACHER'S DOCUMENT WILL IDENTIFY THE WORK TO BE DONE BY PROFESSIONAL AND OTHER NONSTUDENT PERSONNEL INVOLVED IN THE LEARNING PROCESS. IT SHOULD ALSO DESCRIBE THE NONSTUDENT WORK, THE RESOURCES REQUIRED, AND THE PLAN FOR ACCOMPLISHMENT OF OBJECTIVES. THE

STUDENT'S DOCUMENT IS TO IDENTIFY AT LEAST THE MINIMAL WORK PROGRAM OF THE STUDENT. IT SHOULD ALSO DESCRIBE THE STUDENT WORK AND THE PLAN BY WHICH THE STUDENT WILL WORK TOWARD HIS OBJECTIVES. OBJECTIVES WILL BE STATED IN TERMS OF (1) INTELLECTUAL AND MANIPULATIVE WORK, AND SKILLS OF READING, WRITING, AND COMPUTATION, (2) ORIENTATION OF THE STUDENT TO HIS ENVIRONMENT, AND (3) DEVELOPMENT OF THE STUDENT IN UNDERSTANDING HABITS, ATTITUDES, AND SKILLS OF DEMOCRATIC CITIZENSHIP. SEVERAL STATEMENTS OF EDUCATIONAL OBJECTIVES ARE PRESENTED AS DEVELOPED FOR SPECIFIC COURSES. (HS)

ED 012 585

JC 660 154

SMITH, NATHANIEL D.
STATUS OF AND NEED FOR TECHNICAL-INSTITUTE PROGRAMS IN THE PUBLIC JUNIOR COLLEGE.

NORTHWESTERN STATE COLL. OF LOUISIANA, NATCHITOCHES

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *CURRICULUM, *CURRICULUM PLANNING, *INSTITUTES (TRAINING PROGRAMS), *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, EDUCATIONAL NEEDS, NATCHITOCHES, TECHNICAL EDUCATION.

THE DATA SOURCES WERE (1) A QUESTIONNAIRE MAILED TO ALL PUBLIC JUNIOR COLLEGES LISTED IN THE 11TH EDITION OF THE "COLLEGE BLUE BOOK," (2) CATALOGS AND BULLETINS OF SELECTED COLLEGES, AND (3) LITERATURE IN THE FILED. A 52-PERCENT RESPONSE INDICATED THAT 70.7 PERCENT OF THE INSTITUTIONS OFFERED TECHNICAL-INSTITUTE CURRICULUMS IN 1956, AN INCREASE OF 134 PERCENT IN THE DECADE, AS COMPARED WITH A 45-PERCENT GROWTH IN NUMBERS OF JUNIOR COLLEGES. THE DEMAND FOR BETTER EDUCATED AND MORE HIGHLY SKILLED MANPOWER WAS BASED ON THE FACTORS MOST FREQUENTLY CITED—(1) INTEREST IN INDUSTRY, (2) INTEREST IN STUDENTS, AND (3) STATE OR FEDERAL FINANCIAL AID. THE MOST EVIDENT PROBLEM WAS THE LACK OF EFFECTIVE VOCATIONAL COUNSELING. LOSS OF CREDIT WHEN TRANSFERRING TO OTHER CURRICULUMS WAS ANOTHER DETERRENT. NINETY PERCENT OF THE INSTITUTIONS REPORTING INDICATED THAT GENERAL EDUCATION COMPRISED ABOUT ONE-FOURTH OF THEIR TECHNICAL-INSTITUTE CURRICULUMS. IT WAS CONCLUDED THAT NEED FOR PERSONNEL TRAINED AT THIS LEVEL HAS INCREASED AND THAT THE TECHNICAL-INSTITUTE PROGRAM OF THE JUNIOR COLLEGE WILL CONTINUE ITS GROWTH. THIS REPORT IS A SUMMARY OF A MASTER'S THESIS SUBMITTED TO THE GRADUATE SCHOOL OF NORTHWESTERN STATE COLLEGE, 1966. (JP)

ED 012 586

JC 660 186

BOSSONE, RICHARD M.
REMEDIAL ENGLISH INSTRUCTION IN CALIFORNIA PUBLIC JUNIOR COLLEGES—AN ANALYSIS AND EVALUATION OF CURRENT PRACTICES.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$2.64 66P.

DESCRIPTORS *CURRICULUM EVALUATION, *ENGLISH CURRICULUM, *JUNIOR COLLEGES, *REMEDIAL INSTRUCTION, CALIFORNIA, ENGLISH INSTRUCTION, REMEDIAL COURSES, SACRAMENTO.

QUESTIONNAIRES WERE DISTRIBUTED TO DEPARTMENT CHAIRMEN, TEACHERS OF REMEDIAL ENGLISH, AND STUDENTS IN 12 JUNIOR COLLEGES. IN ADDITION, PERSONAL INTERVIEWS WERE CONDUCTED WITH THE REMEDIAL ENGLISH INSTRUCTORS. SPECIFIC LANGUAGE ART SKILLS WERE RANKED IN ORDER OF WEAKNESS. THE DATA REFLECT THAT REMEDIAL ENGLISH CLASSES ARE NOT VERY EFFECTIVE AND SHOULD BE REAPPRAISED BY ALL CONCERNED. SEVERAL CONTRIBUTING FACTORS ARE (1) QUESTIONABLE PLACEMENT PROCEDURES, (2) LACK OF COMMUNICATION BETWEEN THOSE INVOLVED IN TESTING, COUNSELING, AND TEACHING, (3) INADEQUATELY TRAINED TEACHERS, (4) OUTDATED COURSE OUTLINES, (5) VAGUE OBJECTIVES, (6) LACK OF KNOWLEDGE OF STUDENTS' DIFFICULTIES, AND (7) OVERSIZED CLASSES. THE IMPORTANCE OF IMPROVEMENT OF THE PROGRAM IS EVIDENCED BY THE FACT THAT 70 PERCENT OF ENTERING FRESHMEN FAIL THE QUALIFYING EXAM FOR ENGLISH 1A. IT IS RECOMMENDED THAT REMEDIAL CLASSES BE LIMITED TO 20 STUDENTS AND THAT NO TEACHER BE REQUIRED TO TEACH MORE THAN TWO REMEDIAL CLASSES OR BE ASSIGNED SUCH CLASSES IN HIS 1ST YEAR. OTHER RECOMMENDATIONS REGARDING PLACEMENT TESTS, SYLLABUSES, OBJECTIVES, AREAS OF EMPHASIS, METHODS, GRADING, AND NEW APPROACHES ARE MADE WITH SUGGESTIONS FOR ADDITIONAL RESEARCH. (DE)

ED 012 587

JC 660 196

RICHARDS, JOHN R. AND OTHERS
A COMPARISON OF THE TRIMESTER AND FOUR-QUARTER CALENDARS FOR YEAR-ROUND OPERATION OF PUBLIC HIGHER EDUCATION IN CALIFORNIA.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1009

PUB DATE FEB 64

EDRS PRICE MF-\$0.25 HC-\$2.00 52P.

DESCRIPTORS *JUNIOR COLLEGES, *SEMESTER DIVISION, ADMINISTRATION, ARTICULATION (PROGRAM), CALIFORNIA, HIGHER EDUCATION, QUARTER SYSTEM, SACRAMENTO, TRIMESTER SCHEDULES.

THE REPORT IS CONFINED TO THE QUESTION OF THE PREFERABLE CALENDAR FOR THE UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE COLLEGES, AND IS NOT SPECIFICALLY CONCERNED WITH THE UNDERLYING REASONS FOR INSTITUTION OF YEAR-ROUND OPERATIONS, SUCH AS POSSIBLE LONG-TERM SAVINGS IN COSTS AND BENEFITS TO STUDENTS. THE FOUR-QUARTER CALENDAR IS SUGGESTED OVER THE TRIMESTER BECAUSE OF ITS GREATER FLEXIBILITY AND BETTER ARTICULATION WITH OTHER EDUCATIONAL INSTITUTIONS. FOR GRADUATES OF JUNIOR COLLEGES, THE PROBLEMS OF ARTICULATION ARE ABOUT THE SAME AS FOR GRADUATES OF HIGH SCHOOLS. PRESIDENTS OF JUNIOR COLLEGES INDICATE A 4-QUARTER CALENDAR WOULD BEST ARTICULATE WITH THEIR PRESENT SYSTEM. BEST RESULTS, THOUGH, WILL BE OBTAINED IF THE UNIVERSITY SYSTEM, THE STATE COLLEGES, AND THE PUBLIC JUNIOR COLLEGES HAVE THE SAME SYSTEM WIDE BASIC

CALENDAR. WITH THE NUMBER OF GOVERNING BOARDS IN CHARGE OF THE PUBLIC JUNIOR COLLEGES, IT IS NOT FEASIBLE TO OBTAIN WITH ANY DEGREE OF IMMEDIACY A UNIFIED ACTION ON YEAR-ROUND OPERATION. MOREOVER, WITH THE GREAT RANGE IN FULL-TIME ENROLLMENTS AMONG THE JUNIOR COLLEGES, STATEWIDE ACTIONS SHOULD EXEMPT THOSE COLLEGES WITH MINIMAL ENROLLMENT. (HS)

ED 012 588

JC 660 198

RICHARDS, JOHN R. AND OTHERS
CALIFORNIA'S NEEDS FOR ADDITIONAL CENTERS OF PUBLIC HIGHER EDUCATION. CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1014

PUB DATE DEC 64

EDRS PRICE MF-\$0.50 HC-\$3.28 82P.

DESCRIPTORS *COLLEGE PLANNING, *EDUCATIONAL PLANNING, *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, CALIFORNIA, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, PLANNING, SACRAMENTO.

SINCE 1959, 11 NEW JUNIOR COLLEGES HAVE BEEN ORGANIZED IN THE 21 AREAS RECOMMENDED IN THE MASTER PLAN. ANNEXATIONS AND CONSTRUCTION OR PLANNING OF NEW CAMPUSES HAVE TAKEN PLACE IN ALL THE REMAINING AREAS. AS A RESULT OF THIS GROWTH, PLUS INCREASE IN SIZE OF EXISTING DISTRICTS, OVER 80 PERCENT OF THE HIGH SCHOOL AVERAGE DAILY ATTENDANCE AND OVER 80 PERCENT OF THE STATE'S ASSESSED VALUATION ARE WITHIN DISTRICTS MAINTAINING JUNIOR COLLEGES. HOWEVER, 20 PERCENT OF THE STATE IS NOT YET INCLUDED IN SUCH DISTRICTS, AND POCKETS OF WEALTH IN TERMS OF ASSESSED VALUATION CONTINUE TO EXIST OUTSIDE OF ANY JUNIOR COLLEGE DISTRICT. THE GOAL OF INCLUSION OF THE ENTIRE STATE WITHIN JUNIOR COLLEGE DISTRICTS SHOULD CONTINUE TO BE STRESSED UNTIL ACHIEVED. UNIVERSITY AND STATE COLLEGE FACILITIES NEEDS ARE DISCUSSED IN DETAIL. (HS)

ED 012 589

JC 660 202

BROSSMAN, SIDNEY W. AND OTHERS
STATUS REPORT ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1021

PUB DATE NOV 65

EDRS PRICE MF-\$0.50 HC-\$2.60 65P.

DESCRIPTORS *ADULT EDUCATION, *CONTINUING EDUCATION, *EXTENSION EDUCATION, *JUNIOR COLLEGES, CALIFORNIA, EVENING PROGRAMS, HIGHER EDUCATION, SACRAMENTO.

THIS REPORT ON ADULT EDUCATION AND EXTENSION PROGRAMS IN ALL PHASES OF CALIFORNIA'S SYSTEM OF PUBLIC HIGHER EDUCATION TRACES THE EFFORTS TO COORDINATE CONTINUING EDUCATION IN CALIFORNIA SINCE THE COORDINATING COUNCIL AUTHORIZED THE STATE COMMITTEE ON CONTINUING EDUCATION IN 1963. THE JUNIOR COLLEGES CONTINUE TO PROVIDE THE GREATEST NUMBER OF ADULT EDUCATION COURSES IN CALIFORNIA. IN ADDITION, FULL-TIME ENROLLMENTS IN JUNIOR COLLEGES ARE RISING, AND BOTH

GRADED AND UNGRADED ADULT CLASSES ARE ALSO INCREASING. CONTINUING EDUCATION IS OFFERED BY ALL JUNIOR COLLEGES THROUGHOUT THE STATE. MOST COURSES ARE GRADED AND ARE DESIGNED TO MEET SCHEDULES AND NEEDS OF PART-TIME STUDENTS. MOST STUDENTS IN JUNIOR COLLEGE, CONTINUING EDUCATION CLASSES ARE ENROLLED ON A PART-TIME BASIS, AND LITTLE INFORMATION IS AVAILABLE REGARDING THEIR AGE GROUPS, EDUCATIONAL BACKGROUNDS, OCCUPATIONS, OR OBJECTIVES. A STUDY IN THIS AREA IS BEING COMPLETED BY THE COUNCIL. IT IS RECOMMENDED THAT THE STATE DEPARTMENT OF EDUCATION SUBMIT AN ANNUAL CONTINUING EDUCATION REPORT ON THE PUBLIC JUNIOR COLLEGES TO THE STATE COMMITTEE, INCLUDING DATA ON EXTENT AND CHARACTER OF COURSE OFFERINGS, LOCATION OF CLASSES, ENROLLMENTS, AND ADMINISTRATION DATA. (HS)

ED 012 590 JC 660 204

MARTYN, KENNETH A.
INCREASING OPPORTUNITIES IN HIGHER EDUCATION FOR DISADVANTAGED STUDENTS.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1026

PUB DATE JUL 66

EDRS PRICE MF-00.50 HC-\$2.88 72P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *DISADVANTAGED YOUTH, *EDUCATIONAL OPPORTUNITIES, *HIGHER EDUCATION, *JUNIOR COLLEGES, CALIFORNIA, CULTURAL BACKGROUND, EDUCATIONALLY DISADVANTAGED, SACRAMENTO, SOCIAL BACKGROUND, SPECIAL PROGRAMS.

THE DISADVANTAGED STUDENT IS DEFINED IN TERMS OF FAMILY INCOME AND THE LOCATION OF FAMILY RESIDENCE. THIS DEFINITION IS THE ONE GENERALLY USED AND ACCEPTED BY THE COLLEGES. ON-CAMPUS VISITS AND AN INVENTORY OF PROVISIONS FOR DISADVANTAGED STUDENTS FROM ALL SEGMENTS OF HIGHER EDUCATION IN CALIFORNIA, AS WELL AS A SEARCH OF RELATED LITERATURE, WERE UTILIZED IN COMPLETING THIS SURVEY. THE JUNIOR COLLEGES' PROGRAM FOR SPECIAL RECRUITING OF DISADVANTAGED STUDENTS IS NOT AS WELL DEVELOPED AS THOSE IN THE STATE COLLEGES OR THE UNIVERSITY. RELIANCE ON THE "OPEN-DOOR" ADMISSIONS POLICY AND THE CLOSE RELATIONSHIPS WITH THE NEARBY HIGH SCHOOLS MAY ACCOUNT FOR THIS. OFF-CAMPUS TUTORIAL PROGRAMS ARE ALSO NOT AS WELL DEVELOPED IN THE JUNIOR COLLEGES, NOR ARE COMMUNITY INVOLVEMENT PROJECTS BY THE STUDENTS. HOWEVER, MOST OF THE DISADVANTAGED STUDENTS ATTENDING COLLEGE IN CALIFORNIA ARE ENROLLED IN THE JUNIOR COLLEGES. THE COUNSELING, REMEDIAL, AND INSTRUCTIONAL PROGRAMS ARE PARTICULARLY SUITED TO AIDING SUCH STUDENTS, WHEN THEY HAVE ENROLLED. GREATER AWARENESS OF THE NEED FOR FINANCIAL ASSISTANCE TO STUDENTS FROM DISADVANTAGED AREAS NEEDS TO BE DEVELOPED. ALSO, MORE EXTENSIVE CONTACT IS NEEDED WITH PARENTS OF SUCH STUDENTS WHILE THE STUDENTS ARE STILL IN JUNIOR HIGH AND HIGH SCHOOL. (HS)

ED 012 591 JC 660 206

WATTENBARGER, JAMES L.
THE IMPACT OF FEDERAL FUNDS ON JUNIOR COLLEGES IN FLORIDA.

PUB DATE 03 APR 66

EDRS PRICE MF-00.25 HC-\$0.40 10P.

DESCRIPTORS *EDUCATIONAL FINANCE, *FEDERAL AID, *JUNIOR COLLEGES, FEDERAL PROGRAMS, FINANCIAL SUPPORT, FLORIDA, SPEECHES, STATE FEDERAL SUPPORT.

RECENTLY, SUPPORT OF PUBLIC EDUCATION HAS BEEN AFFECTED BY (1) THE ECONOMIC AND SOCIAL BENEFITS RELATED TO THE OPTIMUM EXPENDITURE FOR EDUCATION AND (2) THE TRENDS OF PUBLIC FINANCE WHICH HAVE INFLUENCED THE SUPPORT PATTERNS FOR COMMUNITY JUNIOR COLLEGE EDUCATION IN THE UNITED STATES. THE INEVITABILITY OF FEDERAL SUPPORT IS FIRMLY ESTABLISHED. THE NEED TO HAVE CURRICULUM BASED NOT ONLY ON LOCAL CONSIDERATIONS HAS PRECIPITATED MUCH FEDERAL SUPPORT. ECONOMIC STABILITY AND PROGRESS, AND NATIONAL SECURITY, ARE BASED ON EDUCATION. SUPPORT FOR MANY JUNIOR COLLEGES NOW COMES FROM THREE LEVELS OF GOVERNMENT. ALTHOUGH THE NATIONAL INCOME OF THE COUNTRY HAS RISEN, THERE HAS BEEN NO COMPARABLE INCREASE IN LOCAL FINANCIAL SUPPORT FOR JUNIOR COLLEGES. FEDERAL FUNDS IN FLORIDA INCREASED 1,000 PERCENT FROM 1963 TO 1966. THIS HAS HAD BOTH POSITIVE AND NEGATIVE EFFECTS. FACILITIES, CURRICULUM, AND COUNSELING HAVE IMPROVED, BUT COLLEGES IN THE SAME STATE ARE FORCED TO COMPLETE FOR THE FUNDS. FEDERAL FUNDS HAVE CAUSED A DECREASE IN THE NUMBER OF SEGREGATED SCHOOLS, ALTHOUGH A NUMBER OF INFERIOR NEGRO SCHOOLS ARE BEING KEPT OPEN BY THESE FUNDS. THIS PAPER WAS PRESENTED AT THE NATIONAL CONFERENCE ON SCHOOL FINANCE (9TH, CHICAGO, APRIL 3-5, 1966). (HS)

ED 012 592 JC 660 212

FLORIDA'S PUBLIC JUNIOR COLLEGES.
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE MAR 66

EDRS PRICE MF-00.25 HC-\$1.84 46P.

DESCRIPTORS *COLLEGE ADMINISTRATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *TRANSFER PROGRAMS, ADULT EDUCATION, ADVANCED PLACEMENT, ARTICULATION (PROGRAM), COMMUNITY COLLEGES, FLORIDA, SCHEDULING, SCHOOL CALENDARS, TALLAHASSEE.

ORGANIZATION AND OPERATION OF FLORIDA'S SYSTEM OF JUNIOR COLLEGES ARE DESCRIBED. EIGHTY-TWO PERCENT OF THE STATE'S HIGH SCHOOL GRADUATES LIVE WITHIN COMMUTING DISTANCE OF A COMMUNITY COLLEGE, AND INCREASING PERCENTAGES TAKE ADVANTAGE OF THE OPPORTUNITY FOR LOWER DIVISION, VOCATIONAL-TECHNICAL, OR ADULT EDUCATION AT ONE OF THE 29 COLLEGES. FINANCING IS THROUGH A FOUNDATION PROGRAM BASED ON THE NUMBER OF INSTRUCTION UNITS, THE RANK AND EXPERIENCE OF INSTRUCTORS, AND THE ABILITY OF THE COUNTY TO SUPPORT THE PROGRAM THROUGH LOCAL TAXATION. FUTURE PLANS FOR YEAR-ROUND OPERATION MUST PROVIDE 46 WEEKS OF IN-

STRUCTION, BE COORDINATED WITH STATE UNIVERSITY CALENDARS, AND OFFER COURSE SEQUENCES ON A YEAR-ROUND BASIS. TRANSFERS FROM JUNIOR COLLEGES TO THE UNIVERSITIES SHOULD MEET THE SAME STANDARDS AS THE "NATIVE" STUDENTS. PROGRAMS OF ARTICULATION, ADVANCED PLACEMENT, AND ADULT EDUCATION ARE DETAILED. (WO)

ED 012 593 JC 660 215

STUDY OF TEACHER LOAD PRACTICES IN CALIFORNIA PUBLIC JUNIOR COLLEGES.
EL CAMINO COLL., CALIF.

REPORT NUMBER INST-RR-63-15

PUB DATE JUN 63

EDRS PRICE MF-00.25 HC-\$2.88 52P.

DESCRIPTORS *COLLEGE TEACHERS, *JUNIOR COLLEGES, *TEACHING BENEFITS, *TEACHING CONDITIONS, *TEACHING LOAD, CALIFORNIA, CLASS SIZE, EL CAMINO, FACULTY.

RESULTS OF A 93-PERCENT RESPONSE TO QUESTIONNAIRES MAILED TO 68 COLLEGE PRESIDENTS ARE TABULATED AND COMPARED WITH COMMENTS AND SUGGESTIONS RECEIVED FROM THE EL CAMINO FACULTY. LITTLE STATEWIDE UNIFORMITY IN PRACTICES IS REPORTED, EXCEPT FOR A 71-PERCENT AGREEMENT ON THE USE OF 15 LECTURE HOURS AS A BASIC LOAD. COLLEGE SIZE AND AGE ARE NOT RELATED TO ANY SPECIFIC LOAD PATTERN. EVIDENCE OF OVERLOAD POLICY AND OVERLOAD PAY IS PRESENT. WHILE 200 COLLEGES REQUIRED FACULTY TO REMAIN ON CAMPUS A MINIMUM OF 30 HOURS WEEKLY, 21 MADE NO SUCH REQUIREMENT. THE COMMITTEE RECOMMENDS ADOPTION OF A 15-HOUR TEACHING LOAD OR ITS EQUIVALENT AT EL CAMINO COLLEGE AND SUGGESTS FURTHER STUDY IN THE AREAS OF LECTURE-LABORATORY-ACTIVITY EQUIVALENTS, RECLASSIFICATION OF COURSES, EXTRA COMPENSATION AND RELEASED TIME, READER AND CLERICAL ASSISTANCE, AND THE RELEVANCE OF CLASS SIZE TO THE QUALITY OF INSTRUCTION. (AL)

ED 012 594 JC 660 225

MICEK, SISTER MARY AGNES

THE CONCEPT OF THE JUNIOR COLLEGE DERIVED FROM THE OPINIONS OF SELECTED GROUPS OF EDUCATORS IN CATHOLIC EDUCATION.

MICHIGAN UNIV., ANN ARBOR

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATOR ATTITUDES, *CATHOLIC SCHOOLS, *JUNIOR COLLEGES, *PRIVATE SCHOOLS, ANN ARBOR, CATHOLIC EDUCATORS, CHURCH RELATED COLLEGES, DOCTORAL DISSERTATIONS, RELIGIOUS EDUCATION, RELIGIOUS ORGANIZATIONS.

IN A STUDY OF THE OPINIONS OF CATHOLIC EDUCATIONAL LEADERS TOWARD THE STATUS, ROLE, AND FUNCTION OF THE JUNIOR COLLEGE, 433 QUESTIONNAIRES WERE SENT TO ADMINISTRATORS OF CATHOLIC COLLEGES AND UNIVERSITIES, SCHOOL SUPERINTENDENTS, PRINCIPALS, COUNSELORS, AND NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION LEADERS. A 75-PERCENT RESPONSE WAS OBTAINED. IDEAS EXPRESSED BY THE CATHOLIC EDUCATORS GENERALLY AGREED WITH THOSE OF RECOGNIZED JUNIOR COLLEGE EXPERTS, BUT THEIR

CONCEPTS WERE MORE LIMITED AS TO THE SCOPE OF JUNIOR COLLEGE FUNCTIONS. CATHOLIC OPINION TENDED TO BE CONSERVATIVE IN ADMISSION POLICIES, TEACHER PREPARATION AND RECRUITMENT, AND BREADTH OF CURRICULUM. THEY FAVORED TUITION AND FEES AS MAJOR REVENUE SOURCES. ENTHUSIASM WAS NOT STRONG FOR THE ESTABLISHMENT OF CATHOLIC JUNIOR COLLEGES. THIS DOCTORAL DISSERTATION IS AVAILABLE AS DOCUMENT NUMBER 26-3110, FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48103, 207 PAGES, ON MICROFILM FOR \$3.00 OR IN XEROGRAPHIC COPY FOR \$9.45. (WO)

ED 012 595 JC 660 232

JOHNSON, BYRON LAMAR
STATE JUNIOR COLLEGES—HOW CAN THEY FUNCTION EFFECTIVELY. REPORT OF A SEMINAR ON STATE-ADMINISTERED COMMUNITY JUNIOR COLLEGES (UNIVERSITY OF KENTUCKY, LEXINGTON, OCTOBER 10-12, 1965).

SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.56 39P.

DESCRIPTORS *ADMINISTRATION, *COMMUNITY COLLEGES, *GOVERNANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, ADMINISTRATIVE ORGANIZATION, ATLANTA, LEXINGTON,

THE SEMINAR ADVANCED THE THESIS THAT STATE-CONTROLLED JUNIOR COLLEGES CAN BE COMPREHENSIVE COMMUNITY COLLEGES AND ACHIEVE THE AMERICAN IDEAL OF EDUCATING EVERY CITIZEN TO HIS HIGHEST POTENTIAL. A STATE SYSTEM OF CONTROL CAN BEST COORDINATE JUNIOR COLLEGE ACTIVITIES AND CURRICULUM, THUS (1) AVOIDING DUPLICATION OF COURSES OFFERED BY DIFFERENT SCHOOLS IN THE SAME AREA, (2) REDUCING INTERDISTRICT RIVALRY, (3) PROVIDING CERTAIN KINDS OF SPECIALIZED PROFESSIONAL ASSISTANCE, (4) AVOIDING UNREASONABLE DEMANDS OF LOCAL POLITICIANS AND PRESSURE GROUPS, AND (5) PROVIDING EQUITABLE FINANCIAL SUPPORT TO SCHOOLS THROUGHOUT THE STATE. SUCH A SYSTEM MUST NOT BECOME TOO INFLEXIBLE IN ADAPTING TO LOCAL NEEDS, OR TOO READY TO SUBMIT TO STATE POLITICAL PRESSURES IN THE PLACEMENT OF SCHOOLS OR THE APPOINTMENT OF STATE JUNIOR COLLEGE ADMINISTRATION. (AD)

ED 012 596 JC 660 237

GRIFFIN, GERALD J. KINSINGER, ROBERT E.

TEACHING CLINICAL NURSING BY CLOSED CIRCUIT TV.

CITY UNIV. OF NEW YORK, BRONX COMMUNITY COLL.

EDRS PRICE MF-\$0.25 HC-\$0.80 20P.

DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES, *NURSES, BRONX, DEMONSTRATION PROJECTS, EXPERIMENTAL PROGRAMS, INSTRUCTIONAL MATERIALS, MONTEFIORE HOSPITAL, NEW YORK CITY, NURSING, TELEVISED INSTRUCTION,

TO TEST THE EFFECTIVENESS OF CLOSED-CIRCUIT TELEVISION IN TRAINING NURSES, THIS DEMONSTRATION PROJECT EVALUATED THREE EXPERIMEN-

TAL GROUPS OF 15 STUDENTS AND FOUR CONTROL GROUPS OF 10 STUDENTS. IN ADDITION TO INCREASING TEACHING CAPACITY BY FIVE STUDENTS PER INSTRUCTOR, THE FOLLOWING BENEFITS WERE NOTED FROM SEVEN EVALUATIVE QUESTIONS POSED TO STUDENTS, INSTRUCTORS, AND PERSONNEL. MORE FREQUENT CONTACT AND INDIVIDUALIZED INSTRUCTION ENHANCES THE SAFETY FACTOR, AND THERE WERE NO NEGATIVE PATIENT REACTIONS TO THE PROJECT. SKILL DIFFERENCES AMONG GROUPS WERE MINIMAL IN BOTH PERFORMANCE AND WRITING OF CLINICAL RECORDS. THERE WAS NO RESISTANCE TO THE EXPERIMENT ON THE PART OF STUDENTS, ALTHOUGH RESISTANCE OF FACULTY VARIED. HOSPITAL PERSONNEL GAVE POSITIVE SUPPORT AND REPORTED NO INTERFERENCE WITH HOSPITAL ROUTINE. THE FACULTY FELT MODIFICATIONS WERE NEEDED TO ADAPT TEACHING METHODS TO TELEVISION, ESPECIALLY SINCE IDEAS MUST BE COMMUNICATED VERBALLY RATHER THAN DEMONSTRATED ON THE SPOT. HOWEVER, THE MORE FREQUENT INSTANTANEOUS AND INDIVIDUALIZED OBSERVATIONS, FREE OF DISTRACTION, WON STAFF SUPPORT. NEW POSSIBILITIES WILL BE EXPLORED WITH THE USE OF PORTABLE VIDEO TAPE RECORDERS AND KINESCOPE, WHICH ENABLES STUDENTS TO REVIEW PERFORMANCE AND PRESERVE VALUABLE LEARNING EXPERIENCES. (DE)

ED 012 597 JC 660 255

THOMASON, LESLIE L.

QUANTITATIVE MEASURE OF NEED FOR AVIATION-ORIENTED TECHNICAL PERSONNEL IN SOUTHWEST REGION. FEASIBILITY STUDY FOR COCHISE COLLEGE, DOUGLAS, ARIZONA.

CESSNA AIRCRAFT CO., WICHITA, KANS.

PUB DATE 05 JAN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AVIATION TECHNOLOGY, *CURRICULUM, *CURRICULUM DEVELOPMENT, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, COCHISE COLLEGE, DOUGLAS, EMPLOYMENT OPPORTUNITIES, FEASIBILITY STUDIES, TECHNICAL EDUCATION, WICHITA,

CONDUCTED FOR COCHISE COLLEGE BY THE CESSNA AIRCRAFT COMPANY, THIS STUDY ASSESSED THE EMPLOYMENT NEEDS FOR TECHNICALLY TRAINED PERSONNEL. EXAMINATION OF GOVERNMENT RECORDS, STATISTICAL ANALYSIS, AND COMMUNICATION WITH INDIVIDUALS AND GROUPS SHOWED THAT FIVE OF SIX MAJOR EMPLOYERS OF AIRFRAME AND POWERPLANT ("A AND P") MECHANICS PREFERRED MECHANICS TRAINED AT SCHOOLS APPROVED BY THE FEDERAL AVIATION AGENCY, OF WHICH THERE ARE ONLY 66 IN THE UNITED STATES. THE PRESENT 236 SUCH MECHANICS ARE EXPECTED TO INCREASE TO 475 IN 1975. WITH THE ADDITION OF REPLACEMENTS, THE STUDY INDICATES THAT, BETWEEN 1965 AND 1975, 884 NEWLY TRAINED PERSONNEL WILL BE NEEDED IN ARIZONA. THE AUTHOR CONCLUDES THAT COCHISE COLLEGE WOULD BE JUSTIFIED IN ESTABLISHING AN "A AND P" MECHANICS PROGRAM AND RECOMMENDS CLOSE COORDINATION WITH THE STATE AERONAUTICS COMMISSION, THE ARIZONA AVIATION TRADES ASSOCIATION, AND THE UTILITY AIRPLANE COUNCIL. (WO)

ED 012 598 JC 660 273

A SURVEY OF DENTAL ASSISTING CURRICULA IN THE CALIFORNIA JUNIOR COLLEGES, PRELIMINARY DRAFT.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.88 47P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *DENTAL ASSISTANTS, *JUNIOR COLLEGES, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CALIFORNIA, SACRAMENTO,

IN ORDER TO PROVIDE DATA FOR CONSTRUCTING A MODEL DENTAL ASSISTANT TRAINING PROGRAM, 22 OF THE 26 PROGRAMS IN CALIFORNIA JUNIOR COLLEGES WERE REPORTED. TRENDS NOTED INCLUDE AN INCREASE TO A FOUR-SEMESTER PROGRAM, WITH INCREASING EMPHASIS IN THE FIRST SEMESTER ON ETHICS, PROFESSIONAL ORGANIZATION, GROOMING, AND TERMINOLOGY. THE AVERAGE TIME ALLOTMENT WAS 1,086 HOURS PER STUDENT, INCLUDING 179 HOURS IN BIOLOGICAL SCIENCE, 221 IN PHYSICAL SCIENCES (INCLUDING ROENTGENOLOGY), 181 IN CHAIRSIDE PROCEDURES, 224 IN SUPERVISED FIELD EXPERIENCE, AND 271 IN DENTAL LABORATORY AND OFFICE PRACTICE. A WIDE VARIATION IN GENERAL EDUCATION PRACTICES WAS NOTED WITH AN AVERAGE OF 479 HOURS PER STUDENT IN ENGLISH, SPEECH, HUMANITIES, TYPING, SOCIAL SCIENCES, AND OTHER COURSES. IT IS RECOMMENDED (1) THAT THE THIRD SEMESTER BE IN A DENTAL SCHOOL, CLINIC, OR HOSPITAL, (2) THAT THE FOURTH BE IN PRIVATE OFFICES, (3) THAT THERE BE AN ORIENTATION OF STUDENTS AND DENTISTS PRIOR TO CLINICAL EXPERIENCE, AND (4) THAT THERE BE ONE SUPERVISOR FOR EACH SIX STUDENTS. A MODEL PROGRAM OUTLINE IS PRESENTED. (WO)

ED 012 599 JC 660 296

SEIBEL, DEAN W.

TESTING PRACTICES AND PROBLEMS IN JUNIOR COLLEGES—A SURVEY.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

REPORT NUMBER ETS-FSR-2

PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$3.80 95P.

DESCRIPTORS *JUNIOR COLLEGES, *MEASUREMENT INSTRUMENTS, *TEST SELECTION, *TESTING PROGRAMS, ADMISSION (SCHOOL), APTITUDE TESTS, COLLEGE ENTRANCE EXAMINATIONS, GUIDANCE, PLACEMENT, PRINCETON, RESEARCH TOOLS,

DURING A SERIES OF VISITS TO A SELECTED SAMPLE OF 63 JUNIOR COLLEGES, DISCUSSIONS WERE HELD WITH STAFF MEMBERS CONCERNING TESTING PRACTICES, PROBLEMS, AND NEEDS. DATA ON THE KINDS OF STANDARDIZED TESTS USED, THE PURPOSES OF USING EACH KIND OF TEST, THE SPECIFIC TESTS USED, TESTING NEEDS AND PROBLEMS, AND ATTITUDES TOWARD TESTING ARE SUMMARIZED IN THE REPORT FOR BOTH PUBLIC AND INDEPENDENT JUNIOR COLLEGES. STANDARDIZED TESTS ARE WIDELY USED IN JUNIOR COLLEGES, PARTICULARLY DURING AN INITIAL PERIOD EXTENDING THROUGH THE FIRST SEMESTER OF THE FRESHMAN YEAR. EVALUATION NEEDS OF THE INSTITUTIONS SEEM TO BE MET BY TESTING IN THE AREAS OF ADMISSION, GUIDANCE,

PLACEMENT, AND RESEARCH. PROBLEMS IDENTIFIED INCLUDE LACK OF APPROPRIATE NORMS, DIFFICULTY IN LOCATING OR SELECTING APPROPRIATE TESTS, AND INADEQUATE USE OF TEST INFORMATION. EXPRESSIONS OF INTEREST AND NEED INDICATE SUPPORT FOR DEVELOPMENT OF NEW TESTS TO MEET NEWLY DEFINED MEASUREMENT OBJECTIVES. (AL)

ED 012 600 JC 660 323

TOY, ERNEST W., JR.
RECOMMENDATIONS FOR THE DEVELOPMENT OF THE LIBRARY PROGRAM AT FULLERTON JUNIOR COLLEGE AND ASSOCIATED CAMPUSES.

PUB DATE FEB 65
EDRS PRICE MF-\$0.25 HC-\$1.60 40P.
DESCRIPTORS *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARY FACILITIES, FULLERTON, LIBRARY MATERIALS, STUDY FACILITIES.

AN ANNUAL INCREMENT OF FIVE TO SIX THOUSAND VOLUMES AND AN ANNUAL RATE OF DISCARD NOT TO EXCEED 2.5 PERCENT ARE RECOMMENDED TO KEEP THE LIBRARY CURRENT IN THE APPROXIMATELY 50 FIELDS TAUGHT AT FULLERTON JUNIOR COLLEGE. MAINTAINING THE LIBRARY IN ONE BUILDING AND ADOPTING THE LIBRARY OF CONGRESS CLASSIFICATION SYSTEM IS RECOMMENDED. THE SPACE ALLOTMENTS FOR VARIOUS LIBRARY MATERIALS AND SEATING, AND THE EXPECTED STAFF REQUIREMENTS ARE CONSIDERED. TABULATED DATA RELEVANT TO PROBABLE LIBRARY GROWTH ARE PRESENTED. (AD)

ED 012 601 JC 660 349

KOSAKI, RICHARD H.
FEASIBILITY OF COMMUNITY COLLEGES IN HAWAII.
HAWAII UNIV., HONOLULU
PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$4.60 115P.
DESCRIPTORS *COLLEGE PLANNING, *FEASIBILITY STUDIES, *GOVERNANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, COMMUNITY COLLEGES, COMMUNITY STUDY, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS, FACILITIES, HAWAII, HONOLULU, SCHOOL CONSTRUCTION, SCHOOL LOCATION.

POPULATION GROWTH, ECONOMIC FACTORS, AND EDUCATIONAL NEEDS PROVIDE JUSTIFICATION FOR A COMMUNITY COLLEGE SYSTEM AS THE MOST EFFECTIVE MEANS OF MEETING HAWAII'S NEEDS IN POSTSECONDARY EDUCATION. THE COORDINATED COMMUNITY COLLEGE SYSTEM WILL ATTEMPT TO MEET NEEDS ON A STATEWIDE RATHER THAN ON A LOCAL BASIS. ALTHOUGH FINANCED FROM STATE SOURCES AND UNDER THE DIRECTION OF A STATE-LEVEL BOARD, THE COLLEGES WILL NOT ALL BE ALIKE, ESPECIALLY IN TERMS OF NUMBER AND VARIETY OF PROGRAMS. ADMINISTRATIVELY, THE SYSTEM SHOULD BE PLACED UNDER THE BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII. TWO ALTERNATIVES ARE GIVEN—SUPERVISION BY THE STATE BOARD OF EDUCATION OR BY A NEWLY CREATED BOARD FOR COMMUNITY COLLEGES. PUBLIC TECHNICAL SCHOOLS SHOULD BE CONVERTED INTO COMMUNITY COLLEGES. A COMPREHENSIVE CURRICULUM WILL OFFER TRANSFER, TECHNICAL-VOCATIONAL, CONTINUING, AND

GENERAL EDUCATION PROGRAMS. IDEALLY, THE COMMUNITY COLLEGE SHOULD BE TUITION-FREE. HOWEVER, IN VIEW OF THE STATE'S ECONOMY AND THE COSTS OF ESTABLISHING COMMUNITY COLLEGES, INITIAL TUITION WILL BE SET AT \$130 A YEAR. DETAILED STATISTICAL INFORMATION IS PROVIDED. (HS)

ED 012 602 JC 660 352

BLOCKER, CLYDE E. MCCABE, ROBERT H.
RELATIONSHIPS BETWEEN THE INFORMAL ORGANIZATION AND THE CURRICULUM IN SIX JUNIOR COLLEGES.

PUB DATE 64
EDRS PRICE MF-\$0.75 HC-\$5.48 137P.
DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *JUNIOR COLLEGES, *ORGANIZATION, INFORMAL LEADERSHIP, INFORMAL ORGANIZATION.

THROUGH A QUESTIONNAIRE ADMINISTERED TO ALL FULL-TIME PROFESSIONAL AND SECRETARIAL STAFF MEMBERS IN SIX SOUTHWESTERN JUNIOR COLLEGES, THE AUTHORS DEVELOPED A DESIGN FOR ANALYZING INFLUENCE STRUCTURES AND APPLIED IT TO ANALYSIS OF INFLUENCE STRUCTURES IN CURRICULUM MATTERS AT THESE COLLEGES. FOUR DIMENSIONS ARE IDENTIFIED AS AUTHORITY, COMMUNICATIONS, RELIANCE, AND ATTRIBUTED INFLUENCE. ACADEMIC DEANS WERE FOUND TO BE THE MOST INFLUENTIAL MEMBERS, DEPARTMENT CHAIRMEN WERE IN VARIOUS POSITIONS IN DIFFERENT COLLEGES, AND THE PRESIDENT TENDED TO BE HIGH IN ATTRIBUTED INFLUENCE WHILE NOT AS HIGH IN THE OTHER DIMENSIONS. IT WAS NOTED THAT SOME ADMINISTRATORS WHOSE ASSIGNED DUTIES DID NOT INVOLVE CURRICULUM WERE VERY HIGHLY INFLUENTIAL. IT APPEARS THAT A STRONG INDIVIDUAL IN A CLERICAL POSITION COULD, THOUGH PROBABLY WOULD NOT, BECOME INFLUENTIAL. YEARS OF SERVICE ARE A FACTOR IN INFLUENCE, ESPECIALLY IN ATTRIBUTED INFLUENCE. THOUGH SOME LONG-TERM MEMBERS ARE OUT OF THE STRUCTURE COMPLETELY, ANY STAFF MEMBER WHO IS IN CONTACT WITH INFLUENTIALS IS HIMSELF POTENTIALLY INFLUENTIAL. COLLEGES WITH PLANNED GROUP WORK APPEAR TO DEVELOP STRONG NETWORKS IN RELIANCE AND COMMUNICATIONS, AND A WELL-DEVELOPED INFLUENCE STRUCTURE. (WO)

ED 012 603 JC 660 434

THELEN, ALICE
A STUDY OF ACADEMIC CHARACTERISTICS OF GENERAL CURRICULUM STUDENTS AFTER ONE SEMESTER, ONE YEAR, IN THE GENERAL CURRICULUM PROGRAM.

PUB DATE 12 SEP 66
EDRS PRICE MF-\$0.25 HC-\$0.48 12P.
DESCRIPTORS *EXPERIMENTAL PROGRAMS, *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, *LOW ACHIEVERS, *REMEDIATION PROGRAMS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS, COMMUNITY COLLEGES, FOREST PARK COMMUNITY COLLEGE, GENERAL EDUCATION, PROGRAM EVALUATION, SCHOOL AND COLLEGE ABILITY TEST, SCIENCE RESEARCH ASSOCIATES TESTS, SEQUENTIAL TESTS OF EDUCATION PROGRESS, ST. LOUIS, WIDE RANGE ACHIEVEMENT TEST.

THE GENERAL CURRICULUM PROGRAM WAS ESTABLISHED FOR BUILDING OF SKILLS AND DEVELOPMENT OF BREADTH OF BACKGROUND IN PREPARATION FOR CONVENTIONAL COLLEGE CLASSES. PRE-TESTS AND POST-TESTS WERE EVALUATED FOR 166 STUDENTS AFTER ONE SEMESTER IN THE PROGRAM AND SHOWED SIGNIFICANT INCREASES IN ACADEMIC SKILL LEVEL, WRITING, AND READING. SIMILAR RESULTS WERE FOUND AFTER A YEAR IN THE PROGRAM. THE PROGRAM APPEARS TO BE MOST EFFECTIVE WITH A TERMINAL ORIENTATION. MORE EMPHASIS SHOULD BE GIVEN TO READING AND CULTURAL ENRICHMENT. (WO)

ED 012 604 JC 660 436

ADAMS, ALVA B. AND OTHERS
PROPOSAL FOR A COLORADO SYSTEM OF COMMUNITY COLLEGES.
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE NOV 66
EDRS PRICE MF-\$0.25 HC-\$1.68 42P.
DESCRIPTORS *EDUCATIONAL FINANCE, *GOVERNANCE, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE PLANNING, COLORADO, COMMUNITY COLLEGES, DENVER, SCHOOL DISTRICTS, SCHOOL LOCATION.

THE COLORADO BOARD OF EDUCATION WILL SERVE AS THE STATE AGENCY IN COORDINATION AND REGULATION OF THE COLLEGES. WHENEVER POSSIBLE, HOWEVER, CONTROL IS TO BE LEFT WITH THE LOCAL COMMUNITY COLLEGE DISTRICT. THE STATE WILL BE DIVIDED INTO 16 DISTRICTS, INCLUDING ALL THE SCHOOL DISTRICTS OF THE STATE, AS LOCAL ADMINISTRATIVE UNITS. THERE ARE TWO QUALIFICATIONS FOR ESTABLISHING A COLLEGE WITHIN A DISTRICT: (1) THE DISTRICT MUST HAVE AN ASSESSED VALUATION OF AT LEAST \$75 MILLION AND (2) THERE MUST BE AT LEAST 600 STUDENTS ENROLLED IN THE 12TH GRADE IN THE DISTRICT. THE DISTRICT MUST HAVE ACQUIRED A SITE BEFORE FINAL APPROVAL. FINANCING OF THE COLLEGES' MAINTENANCE, OPERATION, AND CAPITAL CONSTRUCTION WILL BE DONE ENTIRELY BY THE STATE EXCEPT FOR STANDARD TUITION CHARGED THE STUDENT, PLUS AVAILABLE FEDERAL AND OTHER FUNDS. THE DISTRICT MAY LEVY LOCAL TAXES TO SUPPLEMENT THE BASIC OPERATION OR CAPITAL FUNDS IF NECESSARY AND DESIRABLE. GUIDELINES FOR PROGRAM, FACILITIES, PERSONNEL, SIZE, AND LOCATIONS ARE INCLUDED. A SUMMARY OF PLANS FROM 17 OTHER STATES IS INCLUDED. (HS)

ED 012 605 JC 660 464

JOHNSON, BYRON LAMAR
ISLANDS OF INNOVATION.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER JCLP-OCCAS-REP-6
PUB DATE MAR 64

EDRS PRICE MF-\$0.50 HC-\$3.98 77P.
DESCRIPTORS *EXPERIMENTAL PROGRAMS, *FACULTY, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, *JUNIOR COLLEGES, FACULTY RECRUITMENT, INNOVATION, LOS ANGELES, PROGRAMMED INSTRUCTION, STAFF UTILIZATION, TEACHING METHODS.

DESPITE THE SUBSTANTIAL AND RELATIVELY COMPREHENSIVE LIST OF PRACTICES IDENTIFIED, IT APPEARS THAT JU-

NIOR COLLEGES, IN GENERAL, ARE DOING LITTLE EXPERIMENTATION IN THE EFFECTIVE UTILIZATION OF FACULTY SERVICES. THIS IS DUE IN PART TO THE FACT THAT UNTIL RECENTLY, THE COLLEGES HAVE HAD LITTLE DIFFICULTY IN RECRUITING FACULTY. ALSO, THE COLLEGES ARE EXPANDING SO RAPIDLY THAT LITTLE TIME AND ENERGY ARE AVAILABLE FOR PLANNING AND EXPERIMENTATION IN THE USE OF FACULTY SERVICES. EXAMPLES OF INNOVATION AND EXPERIMENTATION ARE DESCRIBED. THIS DOCUMENT IS ALSO AVAILABLE FROM UCLA STUDENTS' STORE, UNIVERSITY OF CALIFORNIA, 406 HILGARD AVENUE, LOS ANGELES, CALIFORNIA 90024, FOR \$1.00. (HS)

ED 012 606 JC 660 483

JOHNSON, BYRON LAMAR
THE JUNIOR COLLEGE LIBRARY. REPORT OF A CONFERENCE SPONSORED BY UCLA. ISSION

FOR JUNIOR COLLEGES OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (LOS ANGELES, JULY 12-14, 1965). (TITLE SUPPLIED).

CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER JCLP-OCCAS-REP-8
PUB DATE JAN 66

EDRS PRICE MF-\$0.50 HC-\$3.84 96P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS CENTERS, *JUNIOR COLLEGES, *LIBRARIES, *LIBRARY PROGRAMS, *LIBRARY SPECIALISTS, COLLEGE LIBRARIES, EDUCATIONAL RESOURCES, LIBRARY FACILITIES, LIBRARY INSTRUCTION, LIBRARY STANDARDS, LOS ANGELES,

A BROAD RANGE OF EXPERIENCE IN PROGRAM DEVELOPMENT AND TECHNIQUES RELEVANT TO THE JUNIOR COLLEGE LIBRARY IS REPORTED IN THIS COLLECTION. THE UNIQUE LIBRARY FUNCTION IN THIS ENVIRONMENT IS EXPLORED FROM SEVERAL DIMENSIONS, ALTHOUGH THE FOCUS ON THE RELATIONSHIP OF THE LIBRARY TO INSTRUCTION IS BASIC TO THE REPORTS. THE CONCEPT OF "LIBRARIES IN ACTION" IS DISCUSSED IN EIGHT PAPERS AND INCLUDES DESCRIPTIONS OF NEW LEARNING RESOURCE CENTERS. THE EVOLUTION OF THE LIBRARIAN'S ROLE IN THESE VARIOUS SETTINGS IS OF PARTICULAR INTEREST. STANDARDS FOR JUNIOR COLLEGE LIBRARIES AND A DISCUSSION OF ACCREDITATION AS AN AID TO STRENGTHENING THE LIBRARY ARE ALSO TREATED. THIS DOCUMENT IS ALSO AVAILABLE FROM UCLA STUDENTS' STORE, UNIVERSITY OF CALIFORNIA, 406 HILGARD AVENUE, LOS ANGELES, CALIFORNIA 90024, FOR \$2.00. (AL)

ED 012 607 JC 660 488

LECROY, R. JAN AND OTHERS
THE FACULTIES OF VIRGINIA'S COLLEGES AND UNIVERSITIES.

VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND

REPORT NUMBER STAFF-REP-8

PUB DATE 65

EDRS PRICE MF-\$0.75 HC-\$5.88 147P.

DESCRIPTORS *FACULTY, *HIGHER EDUCATION, *JUNIOR COLLEGES, *TEACHER RECRUITMENT, *TEACHER SHORTAGE, COLLEGE TEACHERS, RICHMOND, TEACHER CHARACTERISTICS, TEACHER SALARIES, VIRGINIA, VIRGINIA HIGHER EDUCATION STUDY COMMISSION,

RECRUITING NEW FACULTY MEMBERS TO MEET THE DEMANDS OF INCREASING ENROLLMENTS IS CLEARLY ONE OF THE PRINCIPAL TASKS CONFRONTING VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION. THIS DETAILED STUDY ANALYZES THE FACULTIES OF VIRGINIA'S COLLEGES AND UNIVERSITIES, AND MAKES RECOMMENDATIONS FOR ALLEVIATING THE PROBLEM. DATA WERE SOLICITED THROUGH A QUESTIONNAIRE SENT TO EACH INSTITUTION ASKING FOR INFORMATION ON ALL FACULTY MEMBERS. BECAUSE THE DEMAND FOR FACULTY HAS FAR OUTSTRIPPED SUPPLY, THE COMMISSION MAKES SEVERAL RECOMMENDATIONS—(1) SALARIES SHOULD BE INCREASED TO QUALIFIED PERSONNEL, (2) GREATER NUMBERS OF QUALIFIED FACULTY MEMBERS CAN BE PRODUCED BY INCREASING GRADUATE PROGRAMS, (3) UNDERGRADUATES SHOULD BE DIVERTED TO 2-YEAR INSTITUTIONS, THEREBY REDUCING UNIVERSITY RESOURCES DEVOTED TO LOWER DIVISION INSTRUCTION, (4) INSTRUCTORS SHOULD BE REQUIRED TO TEACH MORE CLASSES, AND (5) NEW TECHNIQUES OF INSTRUCTION SHOULD BE DEVELOPED. (HS)

ED 012 608 JC 670 009

AUGHINBAUGH, LORINE A.

SELF-APPRAISAL AND STUDENT PERSONNEL SERVICES, AMERICAN RIVER JUNIOR COLLEGE, A DEVELOPMENTAL CENTER. FINAL REPORT. (TITLE SUPPLIED).

PUB DATE 10 MAR 66

EDRS PRICE MF-\$0.50 HC-\$4.28 107P.

DESCRIPTORS *JUNIOR COLLEGES, *PROGRAM EVALUATION, *SELF EVALUATION, *STUDENT PERSONNEL SERVICES, AMERICAN RIVER JUNIOR COLLEGE, SACRAMENTO,

THE PURPOSE OF THE STUDY WAS TO GATHER INFORMATION ABOUT THE PROGRAM OF STUDENT PERSONNEL SERVICES AND TO DEVELOP A METHOD FOR SELF-EVALUATION TO BE ADAPTED TO OTHER JUNIOR COLLEGE SITUATIONS. THE "INVENTORY OF STAFF RESOURCES OF SELECTED COLLEGE FUNCTIONS" WAS SELECTED FOR THE STUDY FRAMEWORK TO BE COMPLETED BY 31 STAFF MEMBERS REPRESENTING A CROSS-SECTION OF THE TOTAL STAFF. THIRTY-FIVE FUNCTIONS ARE IDENTIFIED AND DESCRIBED AS TO NEED, SCOPE, QUALITY, AND OPERATIONAL CLASSIFICATION. A SUMMARY REPORT FORM FOR EACH FUNCTION IS REPRODUCED. THE PROGRAM AT AMERICAN RIVER JUNIOR COLLEGE IS WIDE IN SCOPE AND OF BETTER THAN AVERAGE QUALITY. IMPROVEMENT IS NEEDED IN INTERPRETATION AND UNDERSTANDING BY STAFF, IN DEFINITION OF JOB ASSIGNMENTS AND RESPONSIBILITIES, AND IN THE PERFORMANCE OF SERVICE AND INTEGRATIVE FUNCTIONS. PROCEDURAL CHANGES APPEAR TO POSE A PERSONAL THREAT TO SOME PERSONNEL AND DIFFERENCES OF OPINION ARE ACCOMPANIED BY UNEXPECTED AMOUNTS OF EMOTIONAL OVERTONES. RECOMMENDATIONS FOR IMPROVEMENT ARE PRESENTED FOR EACH AREA. (WO)

ED 012 609 JC 670 070

COOLEY, WILLIAM W. BECKER, SUSAN J.
THE JUNIOR COLLEGE STUDENT.

PUB DATE JAN 66

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *ACADEMIC ABILITY, *JUNIOR COLLEGES, *SOCIOECONOMIC BACKGROUND, *STUDENT CHARACTERISTICS, *STUDENTS, ACADEMIC APTITUDE, COLLEGE STUDENTS, ENVIRONMENTAL INFLUENCES, PROJECT TALENT,

USING DATA OBTAINED BY PROJECT TALENT, A NATIONWIDE STUDY OF HIGH SCHOOL YOUTH, THE AUTHORS DESCRIBE THE JUNIOR COLLEGE STUDENT. JUNIOR COLLEGE, NONCOLLEGE, AND SENIOR COLLEGE STUDENTS WERE COMPARED IN TERMS OF SIX MEASURES OF INFORMATION AND EIGHT MEASURES OF GENERAL APTITUDE AND ABILITY. THROUGH THE USE OF A 6-GROUP DISCRIMINANT ANALYSIS, IT WAS FOUND THAT JUNIOR COLLEGE STUDENTS TENDED TO BE MORE LIKE NONCOLLEGE STUDENTS IN ABILITY. HOWEVER, SEX DIFFERENCES IN THE ABILITY MEASURES WERE GREATER THAN THE DIFFERENCES AMONG THE THREE GROUPS ARRANGED ACCORDING TO THEIR COLLEGE PLANS. ALTHOUGH THE JUNIOR COLLEGE STUDENT RESEMBLED THE NONCOLLEGE STUDENT IN TERMS OF ABILITY, HE APPEARED TO BE MORE LIKE THE SENIOR COLLEGE STUDENT IN TERMS OF SOCIOECONOMIC FACTORS. THIS ARTICLE WAS PUBLISHED IN "THE PERSONNEL AND GUIDANCE JOURNAL," VOLUME 44, JANUARY 1966. (AUTHOR/GK)

ED 012 610 JC 670 073

MOORE, EVERETT L.

PROCESSING CENTER FOR CALIFORNIA JUNIOR COLLEGE LIBRARIES—A PRELIMINARY STUDY.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *CATALOGING, *COSTS, *INFORMATION PROCESSING, *JUNIOR COLLEGES, *LIBRARIES, CALIFORNIA, COLLEGE LIBRARIES, COLLEGE OF THE DESERT, DATA PROCESSING, INFORMATION SYSTEMS, PALM DESERT,

VARIOUS COUNTY, PUBLIC, AND SCHOOL LIBRARIES HAVE UTILIZED THE SERVICES OF CENTRALIZED CATALOGING AND PROCESSING CENTERS. TO DETERMINE WHETHER PRACTICAL AND FINANCIAL CONSIDERATIONS MIGHT ENABLE PUBLIC JUNIOR COLLEGES IN SOUTHERN CALIFORNIA TO ESTABLISH SUCH A SYSTEM, 35 JUNIOR COLLEGES WERE SENT A CHECKLIST OF 100 TITLES, A QUESTIONNAIRE CONCERNING LIBRARIANS' ATTITUDES TOWARD THIS TYPE OF PROCEDURE, AND A COST ACCOUNTING FORM. A MAJORITY OF THE 20 LIBRARIES RESPONDING USE THE SAME BOOK SELECTION AIDS IN THEIR CURRENT ACQUISITIONS PROGRAM, AND THERE IS SIMILARITY OF LISTS OF BOOKS CURRENTLY BEING PURCHASED. MOST RESPONDENTS WOULD LOOK FAVORABLY UPON THE ESTABLISHMENT OF A HIGH-QUALITY PROCESSING CENTER. HOWEVER, A LIBRARY CAN NOW CATALOG AND PROCESS ITS BOOKS AT LESS COST THAN IT CAN CONTRACT FOR SUCH SERVICES THROUGH A COMMERCIAL PROCESSING FIRM. ULTIMATELY, A PROCESSING CENTER FOR JUNIOR COLLEGE LIBRARIES WOULD BE ABLE TO SERVE ITS MEMBERS AT LESS COST THAN ANY OTHER METHOD. COST ESTIMATES WERE MADE BY THE COLLEGE OF THE DESERT ON THE BASIS OF A COMPARISON OF CATALOGING COST WITH AND WITHOUT A COMMERCIAL FIRM. THIS ARTICLE WAS PUBLISHED IN "LIBRARY RESOURCES AND TECHNICAL SERVICES," VOLUME 9, NUMBER 3, SUMMER 1965. (HS)

ED 012 611 JC 670 075
DEWITT, GEORGE E. HALL, LLOYD C.
THE CASE FOR INDEPENDENT JUNIOR COLLEGE DISTRICTS, A REPORT OF THE CALIFORNIA JUNIOR COLLEGE FACULTY ASSOCIATION.
PUB DATE DEC 65
EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *GOVERNANCE, *JUNIOR COLLEGES, *SCHOOL DISTRICTS, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, CALIFORNIA, CALIFORNIA JUNIOR COLLEGE FACULTY ASSOCIATION, SCHOOL DISTRICT SPENDING.

MOST CALIFORNIA JUNIOR COLLEGES ARE ALREADY GOVERNED IN SEPARATE DISTRICTS. THE FEW JUNIOR COLLEGES, HOWEVER, WHICH DO REMAIN IN UNIFIED DISTRICTS ARE LARGE ONES, AND THE ABUSES AND HANDICAPS THEY SUSTAIN ARE MANIFOLD. FUNDS EARMARKED FOR JUNIOR COLLEGE PROGRAMS ARE BEING DIVERTED TO ELEMENTARY AND SECONDARY SCHOOLS. UNIFIED DISTRICT BOARD MEMBERS HAVE TO DIVIDE THEIR ATTENTION BETWEEN PROBLEMS OF HIGHER EDUCATION AND GRADES K-12. UNIFIED DISTRICT ADMINISTRATORS TEND TO IDENTIFY STRONGLY WITH THE SECONDARY LEVEL IN THEIR PERSONNEL PRACTICES AND CURRICULUM POLICIES. ALSO, THE JUNIOR COLLEGE FACULTY IN A UNIFIED DISTRICT IS AFFECTED BY THE "GRADES - THIRTEEN - AND - FOURTEEN" ORIENTATION OF THE ADMINISTRATORS, MANY OF WHOM HAVE NEVER TAUGHT A COLLEGE CLASS. SUCH ADMINISTRATORS ARE QUITE NATURALLY INCLINED TO "PROMOTE" TEACHERS FROM HIGH SCHOOLS IN THE DISTRICT WHEN NEW INSTRUCTORS ARE NEEDED. FOR THESE REASONS, JUNIOR COLLEGES SHOULD BE INDEPENDENT. THIS ARTICLE WAS PUBLISHED IN "AAUP BULLETIN," VOLUME 51, NUMBER 5, DECEMBER 1965. (AUTHOR/HS)

ED 012 612 JC 670 083
MACHETANZ, FREDERICK A.
EVALUATION OF THE THRESHOLD PROGRAM AT LOS ANGELES VALLEY COLLEGE. LOS ANGELES VALLEY COLL., VAN NUYS, CALIF.

PUB DATE 24 JUN 65
EDRS PRICE MF-\$0.25 HC-\$0.50 15P.

DESCRIPTORS *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, ABILITY IDENTIFICATION, ACHIEVEMENT, CALIFORNIA READING TEST, CALIFORNIA TEST OF MENTAL MATURITY, DIAGNOSTIC READING TEST, PROGRAM EVALUATION, PROGRESSIVE MATRICES, SCHOOL AND COLLEGE ABILITY TEST, SPECIAL PROGRAMS, STUDENT ATTITUDES, STUDENT OPINION, VAN NUYS.

IN AN EFFORT TO INCREASE EFFECTIVENESS OF EDUCATION FOR LOW-ABILITY STUDENTS, 35 ENTERING FRESHMEN WITH SCHOOL AND COLLEGE ABILITY TEST SCORES IN THE LOWEST 16 PERCENT WERE INVITED TO BE IN A PILOT PROGRAM OF BASIC CLASSES IN ENGLISH, SPEECH, PSYCHOLOGY, AND AN ELECTIVE. OF THE 35, 28 COMPLETED THE SEMESTER, TWO TRANSFERRED TO REGULAR CLASSES, AND FIVE DROPPED OUT. THE CALIFORNIA TEST OF MENTAL MATURITY SHOWED IQ'S OF 76 TO 108 AMONG THE STUDENTS, WITH A MEAN OF 92. THEIR MEAN HIGH SCHOOL GPA WAS 1.99. IN THE 11TH GRADE, THEIR READING

DEFICIENCIES HAD BEEN AS MUCH AS 4 YEARS, WITH AN AVERAGE RETARDATION OF 2 YEARS. ON THE PROGRESSIVE MATURITIES TEST, ONE-THIRD OF THE 35 SCORED ABOVE THE 50TH PERCENTILE FOR GRADUATING HIGH SCHOOL SENIORS. AT THE END OF THE SEMESTER (SPRING 1965), QUESTIONNAIRES INDICATED GENERAL STUDENT SATISFACTION. STUDENTS STATED THAT THEY FELT THEY HAD IMPROVED IN READING, IN WRITING, AND ESPECIALLY IN SPEAKING. RETESTS WITH THE CALIFORNIA READING TEST AND THE DIAGNOSTIC READING TEST SHOWED MODEST IMPROVEMENT. THE AUTHOR STATES THAT THE STUDY WAS NOT EXPERIMENTAL IN NATURE BECAUSE OF THE SMALL SAMPLE, LACK OF ADEQUATE CONTROLS, AND FAILURE TO CONTROL THE HAWTHORNE EFFECT. (WO)

ED 012 613 JC 670 084
MACHETANZ, FREDERICK A.
EVALUATION OF THE THRESHOLD PROGRAM AT LOS ANGELES VALLEY COLLEGE. SECOND REPORT. LOS ANGELES VALLEY COLL., VAN NUYS, CALIF.

PUB DATE 05 OCT 66
EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, ABILITY IDENTIFICATION, ACHIEVEMENT, SCHOOL AND COLLEGE ABILITY TEST, SPECIAL PROGRAMS, STUDENT ATTITUDES, STUDENT OPINION, VAN NUYS.

DURING A THREE-SEMESTER PERIOD, STUDENTS WITH SCHOOL AND COLLEGE ABILITY TEST (SCAT) SCORES BELOW THE 17TH PERCENTILE WERE ENROLLED ON A VOLUNTARY BASIS IN SPECIAL CLASSES IN ENGLISH, SPEECH, AND PSYCHOLOGY, PLUS ONE ELECTIVE. CONTROL GROUPS FOR COMPARISON WERE SELECTED RANDOMLY FROM OTHER STUDENTS IN THE SAME SCAT GROUP. MORALE IN THESE "THRESHOLD" CLASSES HAS BEEN REPORTED AS EXCELLENT, THOUGH SOME STUDENTS HAVE SHOWN PATTERNS OF EXCESSIVE ABSENCE. STANDARDIZED ACHIEVEMENT TESTS DO NOT SHOW SIGNIFICANT GAINS, BUT THE AUTHOR NOTES THAT THESE DO NOT VALIDLY MEASURE ACHIEVEMENT OF COURSE OBJECTIVES INVOLVED. BY THE BEGINNING OF THE FOURTH SEMESTER AFTER ENTRANCE, 11.7 PERCENT OF THE "THRESHOLD" GROUP AND 6.5 PERCENT OF THE CONTROL GROUP WERE STILL IN SCHOOL. RELATIVELY FEW OF THE STUDY OR CONTROL ACHIEVED A 2.0 GRADE POINT AVERAGE. STUDENT SATISFACTION WITH THE PROGRAM SEEMS GENERALLY HIGH. MOST WHO COMPLETED THE SEMESTER DID NOT CHANGE THEIR OBJECTIVES, AND IT IS POSSIBLE THAT THOSE WHO DROPPED FROM THE PROGRAM MAY HAVE REEVALUATED THEIR GOALS IN A REALISTIC MANNER. THE AUTHOR CONCLUDES THAT, SINCE ONLY A FEW OF THESE STUDENTS REMAIN IN SCHOOL THREE OR MORE SEMESTERS, THE COLLEGE MUST RECOGNIZE AND SERVE THEIR EDUCATIONAL NEEDS WHILE THEY ARE IN SCHOOL. (WO)

ED 012 614 JC 670 202
HORN, ANDREW H. AND OTHERS
REPORT OF A BRIEF SURVEY OF THE EL CAMINO COLLEGE LIBRARY. EL CAMINO COLL., CALIF.
PUB DATE MAY 66

EDRS PRICE MF-\$0.50 HC-\$3.08 77P.
DESCRIPTORS *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARIES, *LIBRARY SERVICES, ADMINISTRATOR ATTITUDES, EL CAMINO, LIBRARY EQUIPMENT, LIBRARY EXPENDITURES, LIBRARY FACILITIES, LIBRARY STANDARDS, STUDENT ATTITUDES, TEACHER ATTITUDES.

TO EVALUATE THE RELATIONSHIP OF THE LIBRARY AND THE INSTRUCTION PROGRAM AT EL CAMINO, DATA DERIVED FROM COMMITTEE OBSERVATIONS AND INTERVIEWS ARE COMBINED WITH QUESTIONNAIRE RESPONSES FROM 536 STUDENTS, 64 FACULTY MEMBERS, 9 ADMINISTRATORS, AND 12 MEMBERS OF THE LIBRARY STAFF. IN ADDITION, THE PRESENT ORGANIZATION, GOVERNMENT, AND ADMINISTRATION OF THE LIBRARY ARE REVIEWED. ALSO REVIEWED ARE THE ADEQUACY OF THE BUDGET FOR PRESENT OPERATIONS, COLLECTION STRENGTHS AND WEAKNESSES, CIRCULATION POLICY AND PROVISIONS, STAFFING ADEQUACY, AND THE IMPLICATIONS OF BUILDING AND SPACE ARRANGEMENT FOR LIBRARY OPERATION. LIBRARY USE IS EVALUATED ON THE BASIS OF RECORD SAMPLES AND SPOT INTERVIEWS OF 50 STUDENTS ON TWO OCCASIONS. THE COMMITTEE CONCLUDES THAT, WHILE, FOR THE MOST PART, THE ADMINISTRATION, FACULTY, AND LIBRARY STAFF AT THE COLLEGE ARE CONSCIOUS OF THE PROPER FUNCTIONS OF THE LIBRARY, USE OF THE LIBRARY IN TEACHING IS LESS SALIENT. INITIATIVE AND LEADERSHIP IN DEVELOPING THE LIBRARY AS A VITAL PART OF THE INSTRUCTIONAL PROGRAM ARE LACKING. THE COMMITTEE RECOMMENDS A NUMBER OF STEPS FOR EXPANDING THIS ASPECT OF THE LIBRARY ROLE AT THE COLLEGE AND, AS A MAJOR SUGGESTION, PROPOSES THE UNIFICATION OF THE ADMINISTRATION AND OPERATION OF THE LIBRARY AND THE AUDIOVISUAL SERVICES UNDER A DEAN OF INSTRUCTIONAL RESOURCES. QUESTIONNAIRE RESPONSES ARE APPENDED. (AL)

ED 012 615 JC 670 204
LEE, DONALD C. SUSLOW, SIDNEY
A DIFFERENTIAL STUDY OF CALIFORNIA JUNIOR COLLEGE TRANSFER STUDENTS AT THE UNIVERSITY OF CALIFORNIA, BERKELEY. CALIFORNIA UNIV., BERKELEY, OFFICE OF INST. RES.

PUB DATE AUG 66
EDRS PRICE MF-\$0.50 HC-\$3.20 80P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *TRANSFER STUDENTS, *UNIVERSITIES, ACADEMIC EDUCATION, ACADEMIC PERFORMANCE, BERKELEY, COLLEGE PREPARATION, COLLEGE STUDENTS, GRADES (SCHOLASTIC).

CONCERN FOR EXPANDING ENROLLMENT IN THE UNIVERSITY AND THE FORESEEN NECESSITY FOR LIMITING ENROLLMENT BEYOND PRESENT STANDARDS LED TO PREPARATION OF THIS STUDY. A SOMEWHAT SIMILAR QUESTION REGARDING PERFORMANCE OF FRESHMEN STUDENTS HAD BEEN DELIMITED IN 1963-64 AND PROVIDES A PARALLEL FRAMEWORK, AS WELL AS A BASIS FOR SOME COMPARISONS OF PRESENT DATA ON JUNIOR COLLEGE TRANSFER PERFORMANCE. A SAMPLE OF 660 TRANSFER STUDENTS ENTERING BERKELEY IN 1961 AND 1962 WAS STUDIED WITH RESPECT TO

INITIAL PREPAREDNESS FOR UNIVERSITY WORK, GRADE POINT AVERAGE, AND PROGRESS TOWARD GRADUATION. RESULTS OF THE STUDY INDICATED THAT: (1) THE JUNIOR COLLEGE GPA WAS GENERALLY PREDICTIVE OF THE UNIVERSITY GPA, (2) ONLY 38 PERCENT OF THE STUDENTS COMPLETED DEGREE REQUIREMENTS IN FOUR SEMESTERS, (3) WHILE 42 PERCENT OF THE TRANSFER STUDENTS WENT ON PROBATION AT THE END OF ONE SEMESTER AND 34 PERCENT OF THESE WERE SUBSEQUENTLY DISMISSED, 71 PERCENT OF THOSE WHO WERE READMITTED WERE SUCCESSFUL COMPARED TO 74 PERCENT OF THOSE WHO ATTENDED CONTINUOUSLY, (4) CHANGE OF MAJOR DID NOT SEEM TO IMPEDE THE TRANSFER STUDENT'S CHANCE OF SUCCESS, AND (5) THERE WAS NO EVIDENCE THAT THE AMOUNT OR NATURE OF PREPARATION IN ANY PARTICULAR AREA OF STUDY SUBSTANTIALLY AIDED STUDENT WORK AT BERKELEY. TABLES ARE APPENDED. (AL)

ED 012 616 JC 670 205

BOYCE, R. DUDLEY
TOWARD INNOVATION (THE GOLDEN WEST COLLEGE STORY).

PUB DATE 26 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.80 20P.

DESCRIPTORS *AUTOINSTRUCTIONAL PROGRAMS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL PHILOSOPHY, *INNOVATION, *JUNIOR COLLEGES, GOLDEN WEST COLLEGE, HUNTINGTON BEACH, INSTRUCTIONAL INNOVATION, MODELS.

A NUMBER OF INNOVATIONS AT GOLDEN WEST COLLEGE ARE DESIGNED TO UPDATE AND IMPROVE JUNIOR COLLEGE EDUCATION. THE USE OF AN AUDIOTUTORIAL APPROACH (PATTERNED AFTER THE OAKLAND COMMUNITY COLLEGE PROJECT) IN LIBERAL ARTS BIOLOGY RESULTED IN A 66-PERCENT DECREASE IN FAILURES AND DROPOUTS, AN INCREASE OF FROM ONE-THIRD TO ONE-HALF IN COURSE CONTENT, AND AN INCREASE IN "A" GRADES BY A FACTOR OF 3. A SOCIAL SCIENCES COURSE AND AN ECONOMICS COURSE EMPHASIZE THE INTERRELATEDNESS OF SEVERAL DISCIPLINES. A COMMON CORE OF RELATED STUDIES FORMS THE FOUNDATION OF THE VOCATIONAL CURRICULUM IN WHICH THE STUDENT BECOMES INCREASINGLY SPECIALIZED AS HIS STUDY PROGRESSES. THE COUNSELING PROGRAM EMPHASIZES THE NECESSITY OF AIDING THE STUDENTS IN MAKING THEIR OWN FINAL DECISIONS. VARIOUS DEVELOPMENTS INVOLVE THE COLLEGE DIRECTLY IN THE PROBLEMS AND ACTIVITIES OF THE COMMUNITY. THIS PAPER WAS PRESENTED AT THE INVITATIONAL NATIONAL SEMINAR ON THE EXPERIMENTAL JUNIOR COLLEGE (PALO ALTO, FEBRUARY 23-26, 1967). (AD)

ED 012 617 JC 670 211

MONROE, BRUCE
INSTRUCTIONAL QUALITY CONTROL SYSTEMS.

CALIFORNIA UNIV., LOS ANGELES

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$1.40 35P.

DESCRIPTORS *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, *JUNIOR COLLEGES, *MODELS, *QUALITY CONTROL, INSTRUCTION, LOS ANGELES, SYSTEMS ANALYSIS.

A REVIEW OF THE LITERATURE, A MAIL SURVEY, AND A TEXTUAL ANALYSIS OF JUNIOR COLLEGE DOCUMENTS INDICATE THAT, WHILE CALIFORNIA JUNIOR COLLEGES ARE CONCERNED ABOUT THE QUALITY AND EFFECTIVENESS OF INSTRUCTION, CONTROL OF THAT QUALITY IS RARELY A SYSTEMATIC ROUTINE ENTERPRISE BASED ON EXAMINATION OF BEHAVIOR CHANGES IN STUDENTS FOLLOWING INSTRUCTION. USUALLY THE PROCESS IS A NONSYSTEMATIC, SPORADIC EXAMINATION OF THE INSTRUCTOR OR THE INSTITUTION, AND SUCH ANALYSES DO NOT MODIFY THE OBSERVABLE CHARACTERISTICS OF THE INSTRUCTIONAL SYSTEM OR THE STUDENTS. FACULTY ORGANIZATIONS EXIST, BUT THEY ARE NOT TYPICALLY CHARGED WITH MAJOR RESPONSIBILITY FOR THE CONTROL OF INSTRUCTIONAL QUALITY OR THE IMPROVEMENT OF THE EFFECTIVENESS OF INSTRUCTION. THIS SITUATION IS IN CONTRAST TO THE FACT THAT TEACHERS ARE CURRENTLY TRAINED BY TEACHER EDUCATION PROGRAMS TO BE SUCCESSFUL IN THIS TYPE OF ENDEAVOR. UTILIZATION OF A QUALITY CONTROL SYSTEM FOR THE CLASSROOM HAS BEEN FOUND TO RESULT IN GREATER STUDENT GAINS (EXAMPLES OF SUCH GAINS ARE GIVEN). YET, NO MAJOR EFFORT HAS BEEN MADE TO EVALUATE INSTRUCTIONAL SYSTEMS IN A SYSTEMATIC ROUTINE FASHION AS IS DONE IN INDUSTRY, MEDICINE, AND OTHER SERVICE ORGANIZATIONS. (HS)

ED 012 618 JC 670 218

SOGOMONIAN, ARAM
REPORT ON A SURVEY OF ATTITUDES ON CURRENT POLITICAL ISSUES.

SAN BERNARDINO VALLEY COLL., CALIF.

PUB DATE JAN 65

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *JUNIOR COLLEGES, *POLITICAL ISSUES, *POLITICAL SCIENCE, *STUDENT ATTITUDES, *STUDENT OPINION, SAN BERNARDINO.

IN JANUARY OF 1965, THE COLLEGE ASKED 477 POLITICAL SCIENCE I STUDENTS TO COMPLETE A QUESTIONNAIRE INDICATING THEIR ATTITUDES TOWARD SEVERAL CONTROVERSIAL CONTEMPORARY PROBLEMS. STATISTICAL ANALYSIS SHOWED A RELATION OF ATTITUDES TO SEX AND AGE. VERY GENERALLY, WOMEN STUDENTS HELD FEWER POLARIZED AND MORE PACIFISTIC OPINIONS IN POLITICAL MATTERS THAN MEN. MEN, AS A GROUP, INDICATED GREATER OPPOSITION TO CIVIL RIGHTS EFFORTS. OLDER STUDENTS SHOWED MORE UNFAVORABLE REACTIONS TO THE BERKELEY "FREE SPEECH" DEMONSTRATIONS. RESPONSES TO EACH QUESTION ON THE FORM ARE ANALYZED IN DETAIL IN THE REPORT. (AD)

ED 012 619 JC 670 286

BERG, M. MAJELLA
THE FIRST FIVE YEARS-A 1967 RECOLLECTION OF THE EXPERIMENTAL LIBERAL ARTS ENRICHMENT PROGRAM AT MARYMOUNT COLLEGE OF VIRGINIA.

MARYMOUNT COLL. OF VIRGINIA, ARLINGTON

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.80 45P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *ENRICHMENT PROGRAMS, *INDEPENDENT STUDY, *INNOVATION, *JUNIOR COLLEGES, ARLINGTON, COUN-

SELING PROGRAMS, EXPERIMENTAL PROGRAMS, INSTRUCTIONAL INNOVATION, INTERDISCIPLINARY APPROACH, LIBERAL ARTS, ORIENTATION.

THE EXPERIMENTAL, ENRICHED, LIBERAL ARTS PROGRAM AT MARYMOUNT COLLEGE OF VIRGINIA IS AN ATTEMPT TO INTRODUCE INNOVATIVE TECHNIQUES IN THE TEACHING OF SEVERAL LIBERAL ARTS COURSES. ENGLISH, HISTORY, LANGUAGE, AND PHILOSOPHY TEACHERS ARE EXPERIMENTING WITH A VARIETY OF INNOVATIVE AND INDEPENDENT STUDY PROGRAMS. IN ONE OF THESE EXPERIMENTS, FRESHMEN STUDENTS WROTE INTERDISCIPLINARY PAPERS WHICH DEMONSTRATED THEIR ABILITY TO MAKE USE OF OPPORTUNITIES FOR RESEARCH. THE REPORT PRESENTS THE DETAILS OF SEVERAL OF THESE EXPERIMENTS AND REVIEWS SOME OTHER PROGRAMS DESIGNED TO IMPROVE COUNSELING AND STUDENT-FACULTY ORIENTATION. (AD)

ED 012 620 JC 670 312

JOLLY, JOAN MADDEN, CHARLES F.
AMPLIFIED TELEPHONE AS A TEACHING MEDIUM.

STEPHENS COLL., COLUMBIA, MO.

REPORT NUMBER SC-EDUC-REF-1

PUB DATE MAR 66

EDRS PRICE MF-\$0.50 HC-\$3.80 95P.

DESCRIPTORS *COOPERATIVE PROGRAMS, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL MEDIA, *JUNIOR COLLEGES, *TELEPHONE COMMUNICATION SYSTEMS, COLUMBIA, CURRICULUM DEVELOPMENT, INTERCOLLEGIATE PROGRAMS.

A GRANT TOTALING \$58,400 FROM THE FUND FOR THE ADVANCEMENT OF EDUCATION ENABLED STEPHENS COLLEGE TO INITIATE AN EXPERIMENTAL EDUCATIONAL PROGRAM BY WHICH AMPLIFIED TELEPHONE COMMUNICATION BROUGHT HIGH-QUALITY INSTRUCTION TO GROUPS OF SMALL LIBERAL ARTS COLLEGES. A "MASTER TEACHER" ORGANIZED AND PRESENTED THE BASIC MATERIALS OF THE COURSE. PERSONS OF NATIONAL AND INTERNATIONAL REPUTATION SPOKE TO THE CLASSES VIA TELEPHONE CONFERENCE NETWORKS ON SUBJECTS RELEVANT TO THE COURSE WORK. A LOCAL COORDINATOR AND TECHNICAL DIRECTOR ON EACH CAMPUS WORKED ON THE PROJECT WITH THE COORDINATOR AT STEPHENS. A TEACHER AT EACH COLLEGE OR UNIVERSITY WAS PRESENT IN CLASS DURING THE LECTURES. ONE COURSE FOR FACULTY MEMBERS (A SEMINAR IN SCIENCE) AND TWO COURSES FOR STUDENTS (A COURSE IN CONTEMPORARY SOCIAL ISSUES AND A COURSE IN CONTEMPORARY LITERATURE) WERE ALL SUCCESSFUL IN SPITE OF SOME TECHNICAL PROBLEMS. THIS DOCUMENT (SECOND PRINTING) IS ALSO AVAILABLE FROM STEPHENS COLLEGE, COLUMBIA, MISSOURI 65201, FOR \$1.00. (AD)

ED 012 621 JC 670 316

FINAL REPORT ON TWO INTER-INSTITUTIONAL PROGRAMS UTILIZING AMPLIFIED TELEPHONE COMMUNICATION.

STEPHENS COLL., COLUMBIA, MO.

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *COOPERATIVE PROGRAMS, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL MEDIA, *JUNIOR COL-

LEGES, "TELEPHONE COMMUNICATION SYSTEMS, COLUMBIA, CURRICULUM DEVELOPMENT, INTERCOLLEGIATE PROGRAMS,

STEPHENS COLLEGE USED SEVERAL NEW INSTRUCTIONAL DEVICES IN INTRODUCING TWO INTERINSTITUTIONAL COURSES. THE UNDERGRADUATE COURSE, "AMERICAN LIFE AS SEEN BY CONTEMPORARY WRITERS," SUPPLEMENTED DISCUSSION SESSIONS WITH POETRY READINGS ON AUDIO TAPES AND LECTURES VIA AMPLIFIED, LIVE TELEPHONE COMMUNICATION. THE LATTER DEVICE ALSO MADE POSSIBLE CONVERSATION BETWEEN PROMINENT LITERARY FIGURES AND STUDENTS AT ALL THE PARTICIPATING COLLEGES. STUDENTS EVALUATING THE GENERALLY VERY SUCCESSFUL COURSE EXPRESSED A DESIRE FOR MORE DEPTH AND LESS BREADTH IN INSTRUCTIONAL APPROACH. THE COURSE, "NEW APPROACHES TO THE TEACHING OF MATHEMATICS," EMPLOYED THE ELECTROWRITER, AN INSTRUMENT THAT TRANSMITS WRITTEN IMAGES OVER TELEPHONE CABLES. THE COURSE WAS SUCCESSFUL, BUT THE ELECTROWRITER PRESENTED OCCASIONAL TECHNICAL PROBLEMS. SOME STUDENTS EXPRESSED A DESIRE FOR MORE UNITY IN THE COURSE MATERIAL. (AD)

ED 012 622 JC 670 322

MURPHY, JUDITH GROSS, RONALD
LEARNING BY TELEVISION.
FUND FOR THE ADVANCEMENT OF EDUCATION, NEW YORK
PUB DATE AUG 66

EDRS PRICE MF-\$0.50 HC-\$3.88 97P.

DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *JUNIOR COLLEGES, *OPEN CIRCUIT TELEVISION, *TELEvised INSTRUCTION, INNOVATION, NEW YORK CITY,

IN SPITE OF ITS PROVED EFFECTIVENESS, INSTRUCTIONAL TELEVISION (ITV) HAS NOT REALIZED ITS FULL POTENTIAL AS A TEACHING MEDIUM. THE AUTHORS REVIEW THE HISTORY OF ITV, POINTING OUT THE REASONS FOR ITS PAST FAILURE AND ENUMERATING THOSE FACTORS WHICH MAY LEAD TO THE FULFILLMENT OF ITS PROMISE. FREE COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM THE FUND FOR THE ADVANCEMENT OF EDUCATION, 477 MADISON AVENUE, NEW YORK, NEW YORK 10022. (AD)

ED 012 623 JC 670 351

CRAWFORD, MARGARET L.
AVAILABLE TESTS AND THEIR USE IN RESEARCH IN VOCATIONAL EDUCATION.
LOS ANGELES TRADE-TECHNICAL COLL., CALIF.

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$1.60 40P.

DESCRIPTORS *JUNIOR COLLEGES, *PREDICTIVE ABILITY (TESTING), *TESTING PROGRAMS, *TESTS, *VOCATIONAL EDUCATION, ADMISSION CRITERIA, CALIFORNIA ACHIEVEMENT TEST, GUILFORD SCHNEIDMAN ZIMMERMAN INTEREST INVENTORY, LOS ANGELES, OCCUPATIONAL INTEREST INVENTORY, SCHOOL AND COLLEGE ABILITY TEST, STRONG VOCATIONAL INTEREST BLANK, TEST VALIDITY, TESTING, VOCATIONAL COUNSELING,

MEASUREMENT OF INDIVIDUAL TRAITS AND SEPARATE FACTORS OF INTELLIGENCE FOLLOWED BY EMPIRICAL

COMBINATION OF THESE MEASURES INTO APTITUDE TEST BATTERIES SHOULD BE THE BASIS OF SELECTION OF STUDENTS FOR VOCATIONAL TRAINING. DURING THE PAST 14 YEARS, TRADE-TECHNICAL COLLEGE HAS DEVELOPED AND VALIDATED SUCH TEST BATTERIES FOR SOME 55 TRADE AND TECHNICAL CURRICULUMS, TESTING OVER 8,000 APPLICANTS ANNUALLY. THE STUDENT-SELECTION PROCESS INVOLVES BOTH THE TESTING PROGRAM AND AN APPLICANT-COUNSELOR-INSTRUCTOR INTERVIEW. VALIDITY STUDIES MADE ON THE APTITUDE TEST BATTERIES, AND THE TESTS FOUND TO BE PREDICTIVE, ARE PRESENTED IN TABULAR FORM. SIGNIFICANT CORRELATIONS ON APTITUDE TESTS AND INSTRUCTOR GRADES, MEANS AND STANDARD DEVIATIONS, AND OTHER PSYCHOMETRIC DATA ARE GIVEN. (HS)

ED 012 624 JC 670 407

NIELSEN, MARJORIE L.
A SUPPLEMENTAL GUIDANCE MANUAL BASED ON INSTITUTIONAL RESEARCH.
EVERETT JUNIOR COLL., WASH.
PUB DATE 17 MAR 67

EDRS PRICE MF-\$1.00 HC-\$8.52 213P.

DESCRIPTORS *COLLEGE STUDENTS, *COUNSELING, *JUNIOR COLLEGES, *STATISTICAL ANALYSIS, *TRANSFER STUDENTS, ADMISSION CRITERIA, COLLEGE ADMISSION, EVERETT, GRADE POINT AVERAGE, GUIDANCE, MANUALS, OPEN ENROLLMENT, PREDICTION, PREDICTIVE ABILITY (TESTING), WASHINGTON PRECOLLEGE TEST,

THE GUIDANCE MANUAL HAS BEEN ORGANIZED TO PROVIDE A STATISTICAL BASIS FOR ANALYZING (1) THE NONSELECTIVE ADMISSION POLICY, (2) THE PERFORMANCE OF NATIVE, EVERETT JUNIOR COLLEGE STUDENTS WHO TRANSFER TO 4-YEAR COLLEGES, (3) THE PERFORMANCE OF TRANSFER STUDENTS TO THE JUNIOR COLLEGE WHO LATER ENROLL AT A 4-YEAR COLLEGE, (4) THE ESTABLISHMENT OF THE GRADE DIFFERENTIAL BETWEEN EVERETT JUNIOR COLLEGE AND THE 4-YEAR TRANSFER SCHOOLS, (5) THE RELATIONSHIP BETWEEN THE STUDENT'S RESIDENCE AND THE 4-YEAR INSTITUTION SELECTED, (6) THE PERCENTAGE OF STUDENTS WHO PERFORM ABOVE AND BELOW THEIR PREDICTED ALL-COLLEGE AVERAGE ON THE WASHINGTON PRECOLLEGE TEST AT THE JUNIOR AND SENIOR LEVELS, AND (7) THE FEASIBILITY OF THE USE OF THE TESTING PROGRAM DATA FOR MANDATORY PLACEMENT IN REMEDIAL CLASSES IN ENGLISH AND MATHEMATICS AT THE JUNIOR COLLEGE LEVEL. THE HYPOTHESIS THAT LENGTH OF TIME SPENT IN A JUNIOR COLLEGE IS DIRECTLY RELATED TO SUCCESS IN THE TRANSFER INSTITUTION COULD NOT BE VERIFIED BY THIS STUDY BECAUSE OF TIME LIMITATIONS. THE HYPOTHESIS THAT JUNIOR COLLEGE TRANSFER EXPERIENCE AN INITIAL DROP IN GRADE AVERAGE AFTER TRANSFER WAS VERIFIED. THE KNOELLMEDSKER STUDY IS SUMMARIZED, AND SELECTED TERMS ARE EXPLAINED. (HS)

ED 012 625 RC 000 141

WOOD, HELEN COWAN
TEACHING CHILDREN WHO MOVE WITH THE CROPS. REPORT AND RECOMMENDATIONS OF THE FRESNO COUNTY PROJECT.

THE EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN.

FRESNO COUNTY SCHOOLS, CALIF.

PUB DATE SEP 55

EDRS PRICE MF-\$0.50 HC-\$3.96 99P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *EDUCATIONAL NEEDS, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *SKILL DEVELOPMENT, ACTIVITY UNITS, CREATIVE ACTIVITIES, EXPERIENCE, FAMILY LIFE, FIELD TRIPS, FRESNO COUNTY PROJECT, HEALTH EDUCATION, METHODS, MEXICAN AMERICANS, OBJECTIVES, SAFETY, SKILLS, SPECIAL PROGRAMS, VALUES, VOCABULARY DEVELOPMENT,

THE FRESNO COUNTY PROJECT, IN DEMONSTRATION SCHOOL PROGRAMS, DEVELOPED SUGGESTIONS AND RECOMMENDATIONS FOR TEACHING MIGRANT CHILDREN. BECAUSE THESE CHILDREN HAVE POOR EXPERIENTIAL BACKGROUNDS AND SPECIAL EDUCATIONAL NEEDS, FLEXIBLE PROGRAMS PROVED SUCCESSFUL. SUCH PROGRAMS INCLUDE: (1) A WARM WELCOME TO SCHOOL, (2) INTERESTING AND CHALLENGING WORK, (3) A DIAGNOSIS OF BASIC SKILLS, (4) INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE, (5) EMPHASIS ON FAMILY LIVING, RECREATION, SAFETY, AND HEALTH HABITS, AND (6) GUIDANCE TO STRENGTHEN VALUE SYSTEMS AND DEVELOP GOALS. THE WRITERS PROPOSE A WORK-CENTERED CLASSROOM, WITH FIELD TRIPS AND WORK UNITS WHICH PROVIDE CREATIVE ACTIVITIES, AS THE BEST APPROACH FOR MEETING THE NEEDS OF MIGRANT CHILDREN. SUGGESTIONS ARE GIVEN FOR DEVELOPING LANGUAGE ARTS AND ARITHMETIC SKILLS. READING, SPELLING, AND ARITHMETIC TESTS TO DETERMINE THE PERFORMANCE LEVEL OF THE YOUNGSTERS ARE PRESENTED. METHODS, ACTIVITIES, AND WORD LISTS FOR TEACHERS OF SPANISH-SPEAKING CHILDREN ARE OFFERED. CONSIDERABLE IMPORTANCE IS ATTACHED TO THE NECESSITY OF HAVING CONTINUITY OF TRANSFER RECORDS, EVEN TO THE POINT OF INCLUDING BLANK TRANSFER FORMS. THE WRITERS CONCLUDE THAT THE TOTAL COMMUNITY SHOULD BE INVOLVED IN THE EDUCATION OF MIGRANT CHILDREN. (ES)

ED 012 626 RC 000 144

SHOTWELL, LOUISAR.
THE HARVESTERS, THE STORY OF THE MIGRANT PEOPLE.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CULTURE, *MIGRANT WORKERS, *SOCIAL PROBLEMS, AGRICULTURE, COMMISSION ON MIGRATORY LABOR, CREW LEADERS, HISTORY, LEGISLATION, MEXICAN AMERICANS, MIGRANT EDUCATION, MIGRANT EMPLOYMENT, MIGRANT HEALTH SERVICES, MIGRANT HOUSING, MIGRANT PROBLEMS, MIGRANT SCHOOLS, MIGRANT TRANSPORTATION, MIGRATION PATTERNS, NEGROES, ORGANIZATIONS (GROUPS), PUBLIC LAW 78, SANITATION,

THIS BOOK DESCRIBING THE MIGRANT WORLD WAS WRITTEN TO (1) PORTRAY THE COMPLEX SETTING IN WHICH MIGRANT FAMILIES OF DIFFERENT ETHNIC BACKGROUNDS LIVE AND WORK, (2) IDENTIFY THE ISSUES THEIR MIGRANCY RAISES FOR THEMSELVES, FOR THE COMMUNITIES AND STATES THAT RECRUIT THEIR LABOR, AND FOR THE NATIONAL

ECONOMY, AND (3) ATTEMPT A PREDICTION OF WHAT LIES AHEAD FOR THEM. PART 1 CONTAINS INFORMATION ABOUT THE DOMESTIC MIGRANTS, PART 2, THE FOREIGN MIGRANTS, PART 3, THE MIGRANT "SEASON," PART 4, THE MIGRANT MINISTRY, AND PART 5, THE FUTURE OF MIGRANTS. INCLUDED THROUGHOUT THE BOOK ARE A HISTORY OF THE MIGRANT PEOPLE AND LEGISLATION WHICH AFFECTS THEM, AND THE IMPLICATIONS OF TECHNOLOGY FOR THEM. AN EXTENSIVE BIBLIOGRAPHY WITH SELECTED ANNOTATIONS IS GIVEN. THIS BOOK WAS PUBLISHED BY DOUBLEDAY AND COMPANY, INC., GARDEN CITY, NEW YORK 11530, 244 PAGES. (RB)

ED 012 627 RC 000 243

JORDAN, JUNE B. AND OTHERS
SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS—GUIDELINES FOR RESEARCH, A REPORT OF THE NATIONAL CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS (DENVER, MARCH 28-31, 1966). WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

PUB DATE MAR 66
EDRS PRICE MF-\$0.25 HC-\$1.36 34P.

DESCRIPTORS *REGIONAL SCHOOLS, *RESEARCH OPPORTUNITIES, *SPECIAL EDUCATION, *SPECIALISTS, *SUPPLEMENTARY EDUCATIONAL CENTERS, ADMINISTRATION, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PERSONNEL, BOULDER, BRAILLE, CONFERENCE REPORTS, CONFERENCES, EDUCATIONAL FINANCE, FINANCIAL SUPPORT, HELENA, MONTANA STATE DEPARTMENT PUBLIC INSTRUCTION, PERSONNEL, PERSONNEL SELECTION, RURAL AREAS, RURAL URBAN DIFFERENCES, SPECIAL PROGRAMS, SPECIAL SERVICES, SPEECH EDUCATION.

THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION AND THE MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION CONDUCTED A NATIONAL RESEARCH CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. THIS PUBLICATION EMBODIES THE CONFERENCE'S RESEARCH RECOMMENDATIONS. FORTY-SEVEN PARTICIPANTS REPRESENTING RESEARCH, ADMINISTRATION, AND EDUCATION MET IN GENERAL SESSIONS AND WORKING GROUPS TO CONSIDER POSITION PAPERS ON ADMINISTRATIVE ORGANIZATION, FINANCIAL PATTERNS, PERSONNEL, AND SUPPORTIVE SERVICES. TRADITIONAL ADMINISTRATIVE STRUCTURES DO NOT LEND THEMSELVES TO THE PROVISION OF SPECIAL EDUCATIONAL SERVICES DUE TO FACTORS OF VAST LAND AREAS, SCATTERED POPULATION, AND RELATIVELY FEW CHILDREN HAVING SPECIAL NEEDS. PATTERNS OF FINANCING SPECIAL EDUCATION RELATE TO ADMINISTRATIVE ORGANIZATION AND VARY FROM AREA TO AREA AND STATE TO STATE. PERSONNEL PROBLEMS IN RURAL AREAS ARE DIFFERENT FROM THOSE OF URBAN AREAS DUE TO LACK OF FINANCIAL SUPPORT, VARIABILITY OF ASSIGNMENT, REMOTENESS, AND LACK OF PREPARATION. SUPPORTIVE SERVICES, INCLUDING CLINICAL SERVICES, SOCIAL SERVICES, VOCATIONAL SERVICES, EDUCATIONAL SERVICES FOR CHILDREN, AND RESEARCH TRAINING, ARE SEEN AS BEST ADMINISTERED ON A COMPREHENSIVE REGIONAL CENTER BASIS. (SF)

ED 012 628 RC 000 375

CURTIS, MYRTLE AND OTHERS
PRESCHOOL GUIDE.
COLORADO ASSN. OF FUTURE HOMEMAKERS OF AMERICA
PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$4.00 100P.

DESCRIPTORS *CURRICULUM GUIDES, *INSTRUCTIONAL MATERIALS, *PRESCHOOL CURRICULUM, *PRESCHOOL EDUCATION, ACCREDITATION (INSTITUTIONS), COLORADO, DENVER, EARLY EXPERIENCE, FUTURE HOMEMAKERS OF AMERICA, PARENT TEACHER COOPERATION, PRESCHOOL CHILDREN, PRESCHOOL TEACHERS, SEARS ROEBUCK FOUNDATION.

THE CURRICULUM AND MATERIALS DESIRED IN A PRESCHOOL ARE PRESENTED IN THIS GUIDEBOOK, AS WELL AS A DISCUSSION OF THE EDUCATIONAL EXPERIENCES WHICH SHOULD BE INCLUDED IN PROGRAMS FOR 2-, 3-, 4-, OR 5-YEAR-OLD CHILDREN. THE AUTHORS PROVIDE SCHEMATIC DIAGRAMS OF LEARNING EQUIPMENT, INCLUDING THE NECESSARY BUILDING, HOUSEKEEPING, AND TRANSPORTATION. THEY ALSO INCLUDE CHAPTERS ON PARENT-TEACHER COOPERATION AND LICENSING PROCEDURES FOR PRESCHOOL FACILITIES IN THE STATE OF COLORADO. THIS DOCUMENT IS ALSO AVAILABLE FROM STATE ADVISOR, COLORADO ASSOCIATION OF FUTURE HOMEMAKERS OF AMERICA, 510 STATE OFFICE BUILDING, DENVER, COLORADO 80203, FOR \$2.50. (CL)

ED 012 629 RC 000 527

BOHRSON, RALPH G.
THE SMALL HIGH SCHOOL—ITS STRENGTH AND LIMITATIONS.
PUB DATE APR 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *PROGRAM EFFECTIVENESS, *RESEARCH, *SMALL SCHOOLS, *TEACHING, CATSKILL AREA PROJECT, CURRICULUM, CURRICULUM DEVELOPMENT, EDUCATIONAL FINANCE, GODDARD COLLEGE (VERMONT) PROJECT, HIGH SCHOOLS, IMPROVEMENT, LEADERSHIP, OBJECTIVES, ORGANIZATION, PROBLEMS, PROGRAMS, ROCKY MOUNTAIN AREA PROJECT, SCHOOL REDISTRICTING, STUDENT ENROLLMENT, TEACHING METHODS, TEXAS SMALL SCHOOLS PROJECT, UPPER SUSQUEHANNA VALLEY PROGRAM, WESTERN STATES SMALL SCHOOLS PROJECT.

THE CONTROVERSY REGARDING THE PROGRAM EFFECTIVENESS OF SMALL SCHOOLS HAS BEEN BASED ON NINE INVALID ASSUMPTIONS REGARDING THE NUMBER OF STUDENTS INVOLVED, PROBLEMS OF TEACHING, PROGRAM QUALITY AND TEACHING, SCHOOL REDISTRICTING, EDUCATIONAL FINANCE, CURRICULUM, LEADERSHIP ROLE, INHERENT STRENGTHS, AND QUALITY AS A FUNCTION OF NUMBERS. THE MAJOR THESIS OF THIS ARTICLE IS DUAL IN NATURE AND STATES THAT THE OLD SOLUTIONS ARE NOT ADEQUATE FOR THE MODERN SMALL SCHOOL IN WHICH THE CHIEF ADMINISTRATOR IS THE ONLY ONE WHO CAN REALLY DO ANYTHING ABOUT TRUE IMPROVEMENT. IF THE OBJECTIVES ARE SOUND, THE SMALL SCHOOL CAN BE A GOOD SCHOOL IF THE NEWEST RESEARCH SUPPORTED PROGRAMS IN ORGANIZATION, OPERATION, CURRICULUM DEVELOPMENT, AND METHODS ARE APPLIED. THE ADMINISTRATIVE PERSONNEL OF THE SMALL SCHOOL IS THE SINGLE MOST

CRITICAL FACTOR AND IS THE MOST ACCURATE INDICATOR OF QUALITY OR LACK OF QUALITY. THE ARTICLE CONCLUDES THAT THE SUPPLY OF ABLE LEADERS IS WOEFULLY LACKING. THIS ARTICLE IS A REPRINT FROM "THE BULLETIN" OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, VOLUME 47, NUMBER 282, APRIL 1963. (JS)

ED 012 630 RC 000 550

PROPOSED CURRICULUM PROGRAM FOR TEXAS MIGRATORY CHILDREN.
TEXAS EDUCATION AGENCY, AUSTIN
PUB DATE OCT 6

EDRS PRICE MF-\$1.00 HC-\$3.00 215P.

DESCRIPTORS *CURRICULUM GUIDES, *ELEMENTARY GRADES, *MIGRANT EDUCATION, *NONGRADED SYSTEM, *SPECIAL SCHOOLS, AGRICULTURE, ART EDUCATION, AUSTIN, COMPOSITION, COURSE OBJECTIVES, COURSE ORGANIZATION, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, ENGLISH INSTRUCTION, GEOGRAPHY, HEALTH EDUCATION, MATHEMATICS, MIGRANT SCHOOLS, MUSIC EDUCATION, PHYSICAL EDUCATION, READING PROGRAMS, SAFETY, SCHOOL SCHEDULES, SCIENCE EDUCATION, SOCIAL STUDIES, TEACHING METHODS, TEACHING PROCEDURES, TEXAS, GRANT 3

A STUDY ON EDUCATING MIGRANT CHILDREN CONCLUDED THAT A 6-MONTH SCHOOL PROVIDING THE SAME INSTRUCTIONAL TIME AS A 9-MONTH SCHOOL WOULD BETTER SERVE THESE CHILDREN. AN ADVISORY COMMITTEE RECOMMENDED A NONGRADED CONTINUOUS PROGRESS CURRICULUM GIVING PRIORITY TO ENGLISH, THEN MATHEMATICS, AND THEN SOCIAL STUDIES. DETAILED CURRICULUM OUTLINES ARE PRESENTED BY SUBJECT AND BY GRADE. INCLUDED ARE OBJECTIVES, MOTIVATIONS, ACTIVITIES, COURSE CONTENT, EVALUATION, AND AVAILABLE MATERIALS. (SF)

ED 012 631 RC 000 576

BERNARDONI, LOUIS C. AND OTHERS
ANNUAL CONFERENCE OF THE CO-ORDINATING COUNCIL FOR RESEARCH IN INDIAN EDUCATION (APRIL 12-13, 1962). ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

PUB DATE APR 62
EDRS PRICE MF-\$0.75 HC-\$6.00 165P.

DESCRIPTORS *AMERICAN INDIANS, *ATTITUDES, *ENGLISH (SECOND LANGUAGE), *ENVIRONMENTAL INFLUENCES, *HEALTH, AMERICAN ENGLISH SERIES, APACHE, CHEMEHUEVI, COUNSELING PROGRAMS, CULTURAL BACKGROUND, DORMITORIES, EDUCATION, EDUCATIONAL LEGISLATION, EMPLOYMENT PROBLEMS, FOSTER FAMILY, HANDICAPPED CHILDREN, HAVASUPAI, HEALTH SERVICES, HOPI, HUALAPAI, JOB TRAINING, LANGUAGES, MARICOPA, NAVAJO, PAPA GO, PARENT ATTITUDES, PHOENIX, PHYSICAL HEALTH, PIMA, READING, SCHOOLS, SOCIAL DISADVANTAGEMENT, STUDENT ATTITUDES, STUDENTS, UTE.

THIS COMPILATION OF 18 PAPERS PRESENTED AT THE CONFERENCE DISCUSSES FOUR GENERAL AREAS OF INDIAN EDUCATION. THESE AREAS ARE (1) HEALTH, INCLUDING PHYSICAL HEALTH, MEDICAL SERVICES, HEALTH RESEARCH, AND PROBLEMS OF TATTOOING AMONG INDIANS, (2) ATTITUDES, INCLUDING SOCIAL, FAMILY, PARENT, AND STUDENT

ATTITUDES, AS WELL AS THE VALUE OF GUIDANCE PROGRAMS, FOSTER FAMILIES, CULTURAL BACKGROUND, DORMITORY SCHOOLS, AND ENVIRONMENTAL INFLUENCES IN RELATION TO THE STUDENT'S ATTITUDE TOWARD EDUCATION, (3) ENGLISH, INCLUDING THE SOUNDS OF THE INDIAN LANGUAGES CONTRASTED TO THOSE OF THE ENGLISH LANGUAGE, THE DIFFICULTIES WHICH ARISE IN TEACHING ENGLISH TO NON-ENGLISH-SPEAKING CHILDREN, AND STUDENTS' ABILITIES TO SPEAK ENGLISH COMPARED TO THEIR ABILITIES TO READ ENGLISH, AND (4) EMPLOYMENT, INCLUDING POINTING OUT THE PROBLEMS DUE TO POOR JOB QUALIFICATIONS AND LOCATIONS, AND THE RESULTS OF LEGISLATION ON THE RESOLUTION OF THOSE PROBLEMS. (FS)

ED 012 632 **RC 000 787**
METZLER, WILLIAM H. SARGENT, FRED-ERIC O.

PROBLEMS OF CHILDREN, YOUTH, AND EDUCATION AMONG MID-CONTINENT MIGRANTS.

PUB DATE JUN 62

EDRS PRICE MF-\$0.25 HC-\$0.48 12P.

DESCRIPTORS *MIGRANT EDUCATION, *MIGRANT PROBLEMS, *MIGRANTS, *SPANISH AMERICANS, CHILD CARE CENTERS, CHILD LABOR LAWS, CRYSTAL CITY, MIGRANT EMPLOYMENT, MIGRANT WORKERS, MIGRATION PATTERNS, NEGROES, SCHOOL ATTENDANCE LAWS, TEXAS.

THIS DOCUMENT PRESENTS THE RESULTS OF A 1957 SURVEY MADE IN SIX SPECIALLY CHOSEN SOUTHERN TEXAS CITIES, WHERE MIGRANTS WERE QUESTIONED REGARDING (1) FAMILY CHARACTERISTICS, INCLUDING MOVEMENT, EMPLOYMENT, EARNINGS THE PREVIOUS YEAR, FAMILY SIZE, AND CULTURAL BACKGROUND, AND (2) PROBLEMS CAUSING EDUCATIONAL DIFFICULTIES FOR THEIR CHILDREN. CURRENT TRENDS AND PROJECTS WHICH ARE HELPING TO ALLEVIATE SOME OF THE PROBLEMS ARE NAMED AND BRIEFLY DISCUSSED. THIS ARTICLE IS A REPRINT FROM "THE SOUTHWESTERN SOCIAL SCIENCE QUARTERLY," JUNE 1962. (EC)

ED 012 633 **RC 000 867**

BRUNS, CARL AND OTHERS

QUIPS AND TIPS ON CUISAINEIRE.

PUB DATE JUN 63

EDRS PRICE MF-\$0.25 HC-\$1.92 48P.

DESCRIPTORS *ELEMENTARY GRADES, *FUNDAMENTAL CONCEPTS, *MATHEMATICAL CONCEPTS, *MATHEMATICS MATERIALS, CUISAINEIRE MATERIALS, MATHEMATICAL ENRICHMENT, MATHEMATICS CURRICULUM, NUMBER CONCEPTS, TEACHING GUIDES, UNIVERSITY CITY.

THIS DOCUMENT IS A TEACHING GUIDE TO AID IN THE USE OF CUISAINEIRE MATERIALS TO PRESENT FUNDAMENTAL MATHEMATICAL CONCEPTS TO ELEMENTARY SCHOOL CHILDREN. CONCEPTS OF AND EXERCISES IN COUNTING, NUMBERING, ADDING, DIVIDING, SUBTRACTING, AND MULTIPLYING ARE EMPHASIZED. IN ADDITION, CONCEPTS OF FRACTIONS, DISTRIBUTIVE PROPERTIES OF NUMBERS, RECTANGULAR NUMBERS, TRIANGULAR NUMBERS, AND PERMUTATIONS ARE DISCUSSED. A FEW CLASSROOM ACTIVITIES (GAMES, DRAWING ACTIVITIES, AND RHYTHM ACTIVITIES) ARE

PRESENTED. A LIST OF DEFINITIONS OF SYMBOLS AND TERMS USED IN THE DOCUMENT AND A BIBLIOGRAPHY OF RELATED MATERIALS ARE INCLUDED. (FS)

ED 012 634 **RC 000 869**

UNRUH, GLENYS G.

THE IMPACT OF NEW IDEAS, 1963-1964. A PROGRESS REPORT OF THE COMPREHENSIVE PROJECT AND OF AREAS OF DEVELOPMENT AND INNOVATION IN THE EDUCATIONAL PROGRAM.

UNIVERSITY CITY SCHOOL DISTRICT, MO.

PUB DATE 01 SEP 64

EDRS PRICE MF-\$0.50 HC-\$2.48 62P.

DESCRIPTORS *CURRICULUM, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL INNOVATION, *MATERIAL DEVELOPMENT, ADMINISTRATION, CONSULTATION PROGRAMS, ELEMENTARY GRADES, ENGLISH, FORD FOUNDATION, GROUPING, INSERVICE PROGRAMS, LANGUAGE, LEARNING, LIBRARIES, MATHEMATICS, MUSIC, NONGRADED PRIMARY SYSTEM, READING, SCHEDULING, SCIENCES, SECONDARY SCHOOLS, STUDY SKILLS, SUMMER PROGRAMS, TEACHER AIDES, TEACHING LOAD, TEAM TEACHING, UNIVERSITY CITY.

A COMPREHENSIVE PROJECT OF IMPROVEMENT IN LEARNING FOR CURRICULUM DEVELOPMENT WAS ESTABLISHED BY THE UNIVERSITY CITY, MISSOURI, SCHOOLS UNDER A FORD FOUNDATION GRANT. THIS REPORT PRESENTS THE METHOD OF CHOOSING THE 28 PROGRAMS, THEIR GOALS, THEIR ORGANIZATION, AND RECOMMENDATIONS AND FUTURE PLANS OF EACH. THE LIST OF PROGRAMS BY NAME INCLUDES: (1) CURRICULUM MATERIALS, (2) DEPARTMENT CHAIRMAN PROJECT, JUNIOR HIGH SCHOOL CURRICULUM, (3) ELEMENTARY CURRICULUM PRIORITIES, (4) ELEMENTARY SCHOOL LIBRARIES, (5) ENGLISH CURRICULUM AND COMPOSITION AIDES, (6) FLEXIBLE SCHEDULING, (7) FOREIGN LANGUAGE, (8) HOW TO STUDY, (9) INQUIRY AND THE PROCESS OF EDUCATION, (10) INSERVICE EDUCATION, (11) KINDERGARTEN, (12) MATHEMATICS, (13) MUSIC, (14) NEWSPAPERS IN THE CLASSROOM, (15) PROBLEM LEARNERS, (16) READING, (17) SCIENCE, (18) SOCIAL STUDIES, (19) SPELLING-WRITING PROJECT, (20) STUDY-TEACHER PROGRAM WITH GEORGE PEA BODY COLLEGE, (21) SUMMER CURRICULUM PROJECT FOR TEACHERS, (22) SUMMER SCHOOL, (23) TEACHER AIDES, (24) TEACHER LOAD AND JOB ANALYSIS, (25) TEAM TEACHING, GROUPING FOR LEARNING AND NONGRADING IN THE ELEMENTARY SCHOOLS, (26) TEAM TEACHING IN AMERICAN HISTORY AND AMERICAN LITERATURE, SENIOR HIGH SCHOOL, (27) TEAM TEACHING IN JUNIOR HIGH SCHOOLS, AND (28) TECHNOLOGY. THE DOCUMENT INCLUDES LISTS OF ADMINISTRATORS, COORDINATORS, ADVISORS, COMMITTEES, AND SCHOOLS VISITED WHICH WERE PART OF THIS PROJECT. (JH)

ED 012 635 **RC 000 888**

EIGHTH GRADE ENGLISH CURRICULUM.

UNIVERSITY CITY SCHOOL DISTRICT, MO.

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$4.68 117P.

DESCRIPTORS *CURRICULUM GUIDES, *ENGLISH, *ENGLISH CURRICULUM, *GRADE 8, ATTITUDES, BIBLIOGRAPHIES, GRAMMAR, LITERATURE, MATURITY TESTS, POETRY, READING, UNIVERSITY

CITY, VOCABULARY, WRITING SKILLS.

A CURRICULUM GUIDE FOR TEACHING EIGHTH-GRADE ENGLISH WAS DEVELOPED IN 1965 AT UNIVERSITY CITY, MISSOURI. FOUR UNITS ARE PRESENTED IN DETAILED OUTLINE FORM: "PAST THROUGH PROLOGUE," "GROWING UP," "WHAT IS HUMOR," AND "HEROES, REAL AND UNREAL." THREE OTHER UNITS ARE SUGGESTED BUT NOT OUTLINED: "VALUE AND VALUES," "FORMING OPINIONS," AND "THE RIGHT TO BE AN INDIVIDUAL." A GENERAL BIBLIOGRAPHY IS PRESENTED FOR THE OVERALL GUIDE, AND SPECIFIC BIBLIOGRAPHIES ARE INCLUDED FOR EACH MAJOR SECTION OF THE INDIVIDUAL UNITS. (RB)

ED 012 636 **RC 000 982**

HOWSDEN, ARLEY L. AND OTHERS

REPORT OF CHICO STATE COLLEGE GRIDLEY FARM LABOR CAMP, SUMMER PROJECT (1964).

CHICO STATE COLL., CALIF.

PUB DATE SEP 64

EDRS PRICE MF-\$0.50 HC-\$4.08 102P.

DESCRIPTORS *ADULT EDUCATIONAL PROGRAMS, *MIGRANT ADULT EDUCATION, *MIGRANT CHILD CARE CENTERS, *MIGRANT HEALTH SERVICES, *MIGRANT SCHOOLS, BUTTE COUNTY HOUSING AUTHORITY, BUTTE COUNTY PUBLIC LIBRARY, CHICAGO, COLLEGE PROGRAMS, COMMUNITY RESOURCES, GRIDLEY ELEMENTARY SCHOOL DISTRICT, GRIDLEY FARM LABOR CAMP, MEDICAL EVALUATION, MIGRANT CHILDREN, ROSENBERG FOUNDATION.

A SUMMER SCHOOL AND CHILD CARE CENTER WAS OPERATED BY CHICO STATE COLLEGE AT A FARM LABOR CAMP IN GRIDLEY, CALIFORNIA. THE SUMMER SCHOOL WAS TAUGHT BY COLLEGE STUDENTS AND OFFERED CLASSES AT ALL LEVELS. THESE CLASSES, WITH AN AVERAGE DAILY ATTENDANCE OF 68.15, SOUGHT A POSITIVE SELF-IMAGE AMONG THE MIGRANT CHILDREN BY RELATING TO THEM ON AN EMOTIONAL AS WELL AS INTELLECTUAL LEVEL. THE CHILD CARE PROGRAM PROVIDED MEDICAL EVALUATIONS AND MEALS FOR 66 CHILDREN. ADULT EDUCATION CLASSES INCLUDED SPANISH, ENGLISH, SEWING, TYPING, GROOMING, AUTO SHOP, AND WELDING. COMMUNITY RESOURCES WERE UTILIZED TO AUGMENT THE ROSENBERG FOUNDATION GRANT OF \$5,500. RECOMMENDATIONS INCLUDED THE CONTINUANCE AND EXPANSION OF THE PROGRAM, AND BETTER UTILIZATION OF COMMUNITY RESOURCES. ADDITIONAL REPORTS, CORRESPONDENCE, AND STATISTICS ARE INCLUDED IN THE APPENDICES. (SF)

ED 012 637 **RC 001 042**

WALKER, LUYERNE CRABTREE

SAFETY GUIDES FOR YOU--IN THE PRIMARY GRADES.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACCIDENTS, *PREVENTION, *PRIMARY GRADES, *SAFETY, *TEACHING GUIDES, DISTRICT OF COLUMBIA, EDUCATION, SCHOOLS, TRAFFIC SAFETY.

THIS SAFETY INSTRUCTIONAL GUIDE FOR PRIMARY-GRADE TEACHERS PRESENTS NINE DIFFERENT SAFETY UNITS.

INCLUDING TRAFFIC SAFETY, PLAYTIME SAFETY, SAFE EATING AND DRINKING HABITS, SAFE CLOTHING, HOME SAFETY, ANIMAL SAFETY, CIVIL DEFENSE SECURITY, AND TESTING SAFETY PRACTICES. EACH UNIT STRESSES THE REASONS FOR ACCENTUATING SAFETY, WHAT TO KNOW AND DO, AND HOW TO DEVELOP AND TEACH THE UNIT. INCLUDED ARE SOURCE MATERIALS AND SERVICE ORGANIZATIONS. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, 100 PAGES, FOR \$1.50. (JH)

ED 012 638 RC 001 053

PRESTON, RALPH C. AND OTHERS
GUIDING THE SOCIAL STUDIES READING OF HIGH SCHOOL STUDENTS.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

REPORT NUMBER NCSS-BULL-34

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *READING, *READING LEVEL, *READING PROGRAMS, *SOCIAL STUDIES, *DISTRICT OF COLUMBIA, *ELECTIVE READING, *INDEPENDENT READING, *INDIVIDUAL DIFFERENCES, *NATIONAL COUNCIL FOR THE SOCIAL STUDIES, *PROGRAM GUIDES, *READING ABILITY, *READING ASSIGNMENTS, *READING MATERIALS, *TEACHING, *TESTING, *VOCABULARY.

THIS BOOK DISCUSSES FACTORS TO CONSIDER IN PREPARING A READING PROGRAM FOR A HIGH SCHOOL SOCIAL STUDIES COURSE. IT PRESENTS EXPLICIT COVERAGE ON WHY READING AT THIS LEVEL IN THIS SUBJECT FIELD REQUIRES GUIDANCE, HOW TO PROVIDE FOR INDIVIDUAL DIFFERENCES IN READING ABILITY, THE WAY TO READ SOCIAL STUDIES TEXTBOOKS, VOCABULARY, AND THE STIMULATION OF READING INTEREST. THIS DOCUMENT IS AVAILABLE AS BULLETIN NUMBER 34 FROM THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, 90 PAGES, FOR \$1.50. (AP)

ED 012 639 RC 001 065

BURCHINAL, LEE G. AND OTHERS
CAREER CHOICES OF RURAL YOUTH IN A CHANGING SOCIETY.

MINNESOTA UNIV., MINNEAPOLIS, AGR.

EXP. STATION

REPORT NUMBER AGR-EXP-STA-BULL-458

PUB DATE NOV 62

EDRS PRICE MF-\$0.25 HC-\$1.36 34P.

DESCRIPTORS *CAREER CHOICE, *CHANGING ATTITUDES, *OCCUPATIONAL CHOICE, *RURAL YOUTH, *SOCIAL CHANGE, *ASPIRATION, *BIBLIOGRAPHIES, *COMPARATIVE ANALYSIS, *IOWA, *METHODS, *MINNEAPOLIS, *RESEARCH, *URBAN YOUTH.

THIS PAMPHLET DISCUSSES FACTORS WHICH INFLUENCE OCCUPATIONAL CHOICES OF RURAL YOUTH. IT ALSO COMPARES (1) THE CAREER CHOICES OF RURAL AND URBAN YOUTH, (2) THE OCCUPATIONAL ACHIEVEMENTS OF RURAL AND URBAN YOUTH, AND (3) THE FACTORS WHICH DIFFERENTIATE BETWEEN FARM-REARED BOYS PLANNING TO FARM AND THOSE PLANNING NONFARM CAREERS. SUGGESTIONS FOR PROGRAMS TO HELP RURAL YOUTH IN CAREER SELECTION ARE INCLUDED. (CL)

ED 012 640 RC 001 071

FRANZ, VERL R. W. HALLER, A. O.

BIG AND LITTLE CO-OPS-ATTITUDES OF PEOPLE IN LOCALLY-OWNED COOPERATIVES TOWARD MERGERS WITH LARGE COOPERATIVES. FINAL REPORT.

MICHIGAN ST. UNIV., EAST LANSING, AGR.

EXP. STATION

PUB DATE FEB 62

EDRS PRICE MF-\$0.25 HC-\$1.12 28P.

DESCRIPTORS *AGRICULTURE, *ATTITUDES, *COOPERATIVES, *FARMERS, *PRODUCTION TECHNIQUES, *EAST LANSING.

THE MICHIGAN FARMER, GENERALLY A "CO-OP" MEMBER, MUST RESPOND TO THE PROBLEMS OF RETAINING HIS TRADITIONAL, LOCALLY CENTERED LIFE, OR AFFILIATING, WITH HIS COOPERATIVE, IN SOME WAY WITH TODAY'S LARGE, COMPLEX PRODUCTION AND DISTRIBUTION SYSTEMS. TO HELP DETERMINE HIS RESPONSE TO THIS PROBLEM, A RANDOM SAMPLE OF 30 COOPERATIVES WAS SELECTED TO STUDY FROM 99 AVAILABLE. PERSONAL INTERVIEWS WITH THE COOPERATIVE MANAGER, ONE BOARD MEMBER, AND ONE FARM MEMBER WERE CONDUCTED. DATA WERE COLLECTED ON THE FOLLOWING--(1) AGE, (2) EDUCATION, (3) TENURE, (4) MANAGER'S EXPERIENCE, AND (5) MANAGER'S, BOARD MEMBER'S, AND FARM MEMBER'S ATTITUDES TOWARD BECOMING A MEMBER OF A LARGER COOPERATIVE. THE RESULTS INDICATE THAT MERGER WILL BE FACILITATED (1) IF MANAGERS CAN MAINTAIN JOB SECURITY, (2) IF MANAGERS, BOARD MEMBERS, AND FARM MEMBERS CAN EACH BE SURE THAT THEY WILL BE ABLE TO EXERT INFLUENCE ON THE ACTIONS OF THE LOCAL "CO-OP," AND (3) IF EACH GROUP IS CONVINCED THAT THE OTHERS ARE IN FAVOR OF MERGER. (JH)

ED 012 641 RC 001 102

JEFFS, GEORGE A. AND OTHERS

LARGE AND SMALL GROUP TYPEWRITING PROJECT.

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NEV.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *GROUP INSTRUCTION, *GROUPING (INSTRUCTIONAL PURPOSES), *HIGH SCHOOLS, *TYPEWRITING, *GROUP INTELLIGENCE TESTS, *LAS VEGAS.

AN INVESTIGATION WAS CONDUCTED TO DETERMINE IF GROUPS OF HIGH SCHOOL STUDENTS NUMERICALLY IN EXCESS OF 50 COULD BE AS EFFECTIVELY INSTRUCTED IN TYPEWRITING SKILLS AS GROUPS OF LESS THAN 30. STUDENTS ENROLLED IN 1ST-YEAR TYPEWRITING WERE RANDOMLY ASSIGNED TO TWO LARGE GROUPS AND THREE SMALL GROUPS TAUGHT BY THE SAME INSTRUCTOR. TEACHER-MADE, 3-MINUTE TIMED WRITING TESTS WERE ADMINISTERED IN SEPTEMBER AND IN MAY. THE RESULTS INDICATED THAT THE SMALL GROUPS DID NOT ACHIEVE SIGNIFICANTLY GREATER IN TYPEWRITING SKILLS THAN THE LARGE GROUPS. (SF)

ED 012 642 RC 001 107

SCHOONOVER, ROBERT A.

THE FIGHT FOR CLEAN WATER.

FLORIDA ST. BOARD OF HEALTH, JACKSONVILLE

PUB DATE JAN 67

EDRS PRICE MF-\$0.50 HC-\$4.72 118P.

DESCRIPTORS *COMMUNITY HEALTH SERVICES, *PUBLIC HEALTH, *SANITATION IMPROVEMENT, *WATER RESOURCES, *FLORIDA, *HEALTH, *HEALTH CONDITIONS, *HEALTH SERVICES, *JACKSONVILLE, *SANITATION.

THIS PUBLICATION DISCUSSES IN DEPTH THE PROBLEM OF WATER POLLUTION AS SEEN BY THE FLORIDA STATE BOARD OF HEALTH. DOMESTIC SEWAGE, INDUSTRIAL WASTES, AND ALLEVATION ACTIVITIES OF THE STATE BOARD OF HEALTH AND COUNTY HEALTH DEPARTMENTS ARE DESCRIBED. SIX APPENDICES PRESENT CORRESPONDENCE AND REPORTS REGARDING THE PROBLEM. THIS IS AN ISSUE OF "FLORIDA HEALTH NOTES," VOLUME 69, NUMBER 1, JANUARY 1967. (SF)

ED 012 643 RC 001 110

COLLIER, NINA PERERA

TITLE I PROJECTS AND OTHERS, ESPANOLA VALLEY PILOT PROGRAM RESEARCH. 1966-67 PRELIMINARY REPORT.

YOUTH CONCERTS OF NEW MEXICO INC., ALCALDE

PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$3.64 91P.

DESCRIPTORS *CONCERTS, *CULTURAL ENRICHMENT, *DISADVANTAGED YOUTH, *FINE ARTS, *MUSIC EDUCATION, *ABIGAIL, *BALLET, *CHIMAYO, *CREATIVITY, *CULTURAL ACTIVITIES, *CURRICULUM, *DISADVANTAGED SCHOOLS, *DRAMATICS, *ELEMENTARY SCHOOLS, *ENRICHMENT PROGRAMS, *ESEA TITLE I, *ESPANOLA, *FAIRVIEW, *HERNANDEZ, *HIGHLANDS UNIVERSITY, *INTERPRETIVE SKILLS, *LAS VEGAS, *MUSIC, *MUSIC TECHNIQUES, *NEW MEXICO, *RURAL SCHOOLS, *SAN JUAN, *SANTA FE, *SECONDARY SCHOOLS, *SELF CONCEPT, *SELF EXPRESSION, *SOCIAL INFLUENCES, *SOMBRILO, *TAOS, *THEATER ARTS, *TRUCHAS, *URBAN SCHOOLS.

THIS IS A COMPREHENSIVE REPORT OF THE ACTIVITIES OF YOUTH CONCERTS OF NEW MEXICO, INC., IN BRINGING ARTISTS TO ELEMENTARY AND HIGH SCHOOL CHILDREN IN TOWNS AND VILLAGES THAT HAVE HAD LITTLE OR NO CONTACT WITH LIVE PERFORMERS. A PILOT STUDY WAS CONDUCTED TO COMPARE THE INSTRUMENTAL AND VOCAL ENSEMBLES' EFFECTS ON STUDENTS IN URBAN SCHOOLS WITH STUDENTS IN RURAL SCHOOLS. OBSERVATIONS, QUESTIONNAIRES, PRE- AND POST-TESTING, AND TAPE RECORDED INTERVIEWS LED TO CONCLUSIONS THAT (1) LIVE MUSICAL PERFORMANCES CAN PRODUCE SPECIFIC FACTUAL OUTCOMES IN TERMS OF LEARNING ABOUT MUSICAL INSTRUMENTS, HOW THEY ARE PLAYED, AND FACTS RELATED TO THE PERFORMERS, (2) POSITIVE ATTITUDINAL OUTCOMES (ATTENDING FUTURE PERFORMANCES, POSSIBLE FUTURE STUDY ON THE INSTRUMENT PLAYED, AND HEARING SIMILAR MUSIC AGAIN) ACCRUE FROM LIVE PERFORMANCES, AND (3) LIVE MUSICAL PERFORMANCES HAVE A REAL POTENTIAL IN ACCULTURATION AND SELF-CONCEPT IMPROVEMENT OF CULTURALLY DISADVANTAGED AND CULTURALLY ISOLATED CHILDREN. YOUTH CONCERTS OF NEW MEXICO REPORTED 165 MUSICAL EVENTS PRESENTED TO 42,127 STUDENTS IN 17 SCHOOL DISTRICTS. THE 13 PERFORMING UNITS INCLUDED SMALL INSTRUMENTAL GROUPS, DANCE SOLOISTS, AND VOICE SOLOISTS AND ENSEMBLES. APPENDICES PRESENT DESCRIPTIONS OF

PERFORMANCES, PROGRAMS, TEACHER GUIDES, AND FOLLOWUP TESTS. (SF)

ED 012 644 **RC 001 141**

BOHRSON, RALPH G. GANN, ELBIEL.
PROGRAMS FOR THOSE RURAL SCHOOLS WHICH ARE NECESSARILY EXISTENT.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *RURAL EDUCATION, *SCHOOL ORGANIZATION, *SHARED SERVICES, AUTOINSTRUCTIONAL AIDS, AUTOINSTRUCTIONAL PROGRAMS, DISTRICT OF COLUMBIA, FLEXIBLE SCHEDULING, NON-GRADED SYSTEM, RURAL SCHOOLS, SCHOOL ADMINISTRATION, SCHOOL BUILDINGS, SCHOOL CLOSING, SCHOOL COMMUNITY RELATIONSHIP, SPECIAL SERVICES, SPECIALISTS, STAFF UTILIZATION, TEACHER AIDES, TEAM TEACHING.

NECESSARILY EXISTENT RURAL SCHOOLS ARE DEFINED AS THOSE WHOSE STUDENT BODY IS LIMITED DUE TO EXTREMES OF DISTANCE, TERRAIN, CLIMATE, OR SPARSE POPULATION. DOCUMENTED REPORTS OF PROJECTS COMPLETED AND IN PROGRESS POINT OUT THE FOLLOWING PROMISING PRACTICES-NONGRADED INSTRUCTION, TEAM TEACHING, UTILIZATION OF TEACHER AIDES, MULTIPLE CLASS TEACHING, SHARED SERVICES, FLEXIBLE SCHEDULING, AND MODIFIED SELF-INSTRUCTION. THE GREATEST PROBLEM IS ENLIGHTENED LEADERSHIP FOR THE SMALL SCHOOL. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 645 **RC 001 142**

RHODES, ALVINE.

AREA AND COOPERATIVE APPROACHES TO PROVIDING SUPPLEMENTAL EDUCATIONAL SERVICES.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *COOPERATIVE PROGRAMS, *EDUCATIONAL RESOURCES, *POPULATION DISTRIBUTION, *RURAL EDUCATION, *SUPPLEMENTARY EDUCATIONAL CENTERS, DISTRICT OF COLUMBIA, REGIONAL COOPERATION, SCHOOL DISTRICTS.

THE BASIC PURPOSE OF SUPPLEMENTAL EDUCATIONAL SERVICES IS TO ENHANCE THE TEACHING-LEARNING PROCESS. GENERAL SERVICE AREAS WHICH ALL SCHOOL DISTRICTS SHOULD HAVE ARE-A QUALIFIED INSTRUCTIONAL STAFF, COMPETENT ADMINISTRATIVE PERSONNEL, WELL-CONSTRUCTED BUILDINGS, GOOD COURSES OF STUDY AND CURRICULUM MATERIAL, GUIDANCE SERVICES, HEALTH SUPERVISION, AND SPECIAL SERVICES FOR HANDICAPPED AND ATYPICAL CHILDREN. THE ONE FACTOR WHICH HAS IMPEDED THE DEVELOPMENT OF SUPPLEMENTAL SERVICES HAS BEEN POPULATION CONCENTRATION. SCHOOL DISTRICTS WITH SPARSE POPULATION HAVE NOT BEEN ABLE TO PROVIDE EFFECTIVE PROGRAMS OF SUPPLEMENTAL SERVICES. COROLLARY PROBLEMS INCLUDE INADE-

QUATE FINANCIAL SUPPORT, INEFFICIENT USE OF PRESENT FUNDS, LACK OF PROPER STAFFING, INEFFICIENT USE OF PERSONNEL, POOR PROGRAM SCOPE AND BALANCE, WEAK PROGRAM CONTINUITY, AND INSISTENCE UPON MAINTAINING LOCAL CONTROL. THE AUTHOR CONCLUDES THAT INTERDISTRICT ORGANIZATION AND COOPERATION WOULD SOLVE THE AFOREMENTIONED PROBLEMS AND ENCOURAGE GOOD DISTRICT ORGANIZATION. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 646 **RC 001 143**

LEVINE, LOUIS

THE EMPLOYMENT SERVICE AND RURAL YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *EMPLOYMENT SERVICES, *FARM OCCUPATIONS, *JOB PLACEMENT, *RURAL EDUCATION, *RURAL YOUTH, AGENCIES, COUNSELING, DISTRICT OF COLUMBIA, ECONOMIC DISADVANTAGEMENT, EMPLOYMENT PROBLEMS, EXPERIMENTAL RURAL AREA PROGRAM, RURAL AREAS, RURAL DROPOUTS, RURAL ECONOMICS, RURAL URBAN DIFFERENCES, SMALLER COMMUNITIES PROGRAM, TESTING, URBAN AREAS, VOCATIONAL COUNSELING, YOUTH EMPLOYMENT.

THE INCREASING AMERICAN TECHNOLOGICAL LEVEL HAS DECREASED THE LEVEL OF AVAILABLE FARM OCCUPATIONS. BECAUSE OF THIS, RURAL YOUTH ARE URGED TO CONTINUE THEIR EDUCATION, SINCE JOB PLACEMENT WILL PROBABLY BE IN URBAN AREAS. RURAL YOUTH WILL RECEIVE HELP FROM THE UNITED STATES EMPLOYMENT SERVICE (U.S.E.S.), WHICH IS ATTEMPTING TO REDUCE AND PREVENT UNEMPLOYMENT IN RURAL AREAS, AS WELL AS STUDY THE SPECIAL EMPLOYMENT PROBLEMS OF RURAL YOUTH. U.S.E.S. SERVICES INVOLVE THE DISPERSAL OF OCCUPATIONAL INFORMATION, TESTING AND COUNSELING, AND JOB PLACEMENT. SPECIAL PROGRAMS INCLUDE EXPERIMENTAL PROGRAMS OF INDIVIDUAL ECONOMIC ADJUSTMENT, EMPLOYMENT SERVICES FOR REMOTE AREAS, TRAINING PROGRAMS, AND ORIENTATION FOR THOSE WHO MIGRATE TO THE URBAN AREAS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 647 **RC 001 145**

BAUDER, WARD W. BURCHINAL, LEE G.
ADJUSTMENTS OF RURAL-REARED YOUNG ADULTS IN URBAN AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *AGE, *SOCIAL ORGANIZATIONS, *SOCIOECONOMIC STATUS, *URBAN IMMIGRATION, ADJUSTMENT (TO ENVIRONMENT), ASPIRATION, BEHAVIOR, DISTRICT OF COLUMBIA, EDUCATIONAL ATTITUDES, MOTIVATION, OCCUPATIONS,

RESIDENTIAL PATTERNS, RURAL ENVIRONMENT, RURAL URBAN DIFFERENCES, STATUS, UNIVERSITY OF MICHIGAN, URBAN AREAS, URBAN ENVIRONMENT, URBAN POPULATION, VALUES.

THIS PAPER STATES THAT IT HAS BEEN FOUND THAT URBAN RESIDENTS WITH RURAL BACKGROUNDS DO NOT ACHIEVE AS HIGH AN ECONOMIC STATUS AS URBAN-REARED RESIDENTS. INDICATIONS ARE THAT THE EDUCATIONAL LEVEL, AGE, AND NUMBER OF YEARS LIVED IN THE URBAN ENVIRONMENT ARE FACTORS AFFECTING THE LEVEL OF ECONOMIC STATUS. IT FURTHER APPEARS THAT THE URBAN MIGRANT IS MOTIVATED ON ONE HAND BY A DESIRE TO IMPROVE HIS ECONOMIC STATUS, BUT ON THE OTHER HAND RESISTS ADJUSTMENT IN HIS VALUES AND BEHAVIOR. THIS RESISTANCE BEING CHARACTERIZED BY A LACK OF COMPLETE PARTICIPATION IN SOCIAL ORGANIZATIONS. THE AUTHOR CONCLUDES THAT FURTHER RESEARCH IS NEEDED IN ORDER TO BREAK THE CYCLE OF LOW EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 648 **RC 001 147**

FELTON, JOSEPH B.

DEVELOPMENT OF JUVENILE COURT SYSTEMS IN RURAL AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.68 17P.

DESCRIPTORS *COURT DOCTRINE, *COURTS, *DELINQUENCY PREVENTION, *RURAL YOUTH, CORRECTIVE INSTITUTIONS, COURT LITIGATION, COURT ROLE, DELINQUENCY REHABILITATION, DISTRICT OF COLUMBIA, LEGAL PROBLEMS, NATIONAL COUNCIL OF JUVENILE COURT JUDGES, PROBATION OFFICERS, RURAL ENVIRONMENT, RURAL FAMILY.

THIS PAPER STATES THAT THE JUVENILE COURT IS RELATIVELY NEW IN AMERICAN JURISPRUDENCE. THE FIRST ONE HAVING BEEN ESTABLISHED IN 1899. UNIFORM STANDARDS WERE DEVELOPED IN 1923 AND HAVE BEEN REVISED FIVE TIMES SINCE, BUT ADOPTION INTO STATE LAWS HAS BEEN SLOW. PHILOSOPHY OF THE JUVENILE COURT IS PERSONALIZED AND INDIVIDUALIZED JUSTICE. TO CARRY OUT THIS CONCEPT, A MODEL PROGRAM SHOULD INCLUDE (1) A QUALIFIED JUDGE, (2) ADEQUATE PHYSICAL FACILITIES, (3) TRAINED PROBATION OFFICERS, AND (4) ADEQUATE COMMUNITY SUPPORT. SINCE MOST RURAL COMMUNITIES CANNOT FINANCE ADEQUATE FACILITIES AND SERVICES BY THEMSELVES, THE AUTHOR SUGGESTS THAT STATEWIDE JUVENILE COURT SYSTEMS BE ESTABLISHED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 649 **RC 001 148**

JENKINS, RICHARD L.

INCIDENCE OF EMOTIONAL DISTURBANCE AND MENTAL ILLNESS AMONG RURAL CHILDREN AND YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.48 12P.

DESCRIPTORS *CHILDREN, *EMOTIONALLY DISTURBED, *MENTAL ILLNESS, *RURAL YOUTH, *VOCATIONAL EDUCATION, ANXIETY, COMMUNITY RESPONSIBILITY, DISTRICT OF COLUMBIA, FAMILY (SOCIOLOGICAL UNIT), MENTAL HEALTH, MENTAL HEALTH CLINICS, MINIMALLY BRAIN INJURED, PARENT EDUCATION, PARENT RESPONSIBILITY, RURAL EDUCATION, SOCIALLY DEVIANT BEHAVIOR, WITHDRAWAL TENDENCIES (PSYCHOLOGICAL).

THE INCIDENCE OF EMOTIONAL DISTURBANCE OR MENTAL ILLNESS APPEARS TO BE LOW IN RURAL YOUTH, AND EVEN LOWER IN RURAL CHILDREN. TYPES OF EMOTIONALLY DISTURBED CHILDREN AND YOUTH ARE THE BRAIN DAMAGED, THE OVERANXIOUS, THE WITHDRAWN, THE UNDOMESTICATED, THE REBELLIOUS, AND THE SOCIALIZED DELINQUENT. THE PAPER STATES THAT TO IMPROVE THE MENTAL HEALTH OF THESE GROUPS, IT WILL BE NECESSARY TO REDUCE THE EDUCATIONAL ISOLATION, IMPROVE THE MATERNITY CARE, ESTABLISH MENTAL HEALTH CLINICS, EDUCATE PARENTS ABOUT MENTAL HEALTH, MAKE COMMUNITIES RESPONSIBLE FOR IRRESPONSIBLE FAMILIES, AND INCREASE THE INSTRUCTION OF MANUAL AND VOCATIONAL SKILLS IN SCHOOL PROGRAMS. (JS)

ED 012 650

RC 001 149

ANDERSON, DONALD T.

DEVELOPMENT OF COMPREHENSIVE COMMUNITY PROGRAMS FOR TREATMENT AND REHABILITATION OF DELINQUENTS IN RURAL AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.50 20P.

DESCRIPTORS *COMMUNITY PROGRAMS, *COURTS, *DELINQUENTS, *ORGANIZATIONS (GROUPS), *REHABILITATION, AGENCIES, COMMUNITY RELATIONS, DELINQUENCY PREVENTION, DELINQUENT REHABILITATION, DISTRICT OF COLUMBIA, RURAL YOUTH, RURAL AREAS, SOCIAL WORKERS.

EFFECTIVE REHABILITATION AND TREATMENT PROGRAMS FOR DELINQUENTS REQUIRE CLOSE WORKING RELATIONSHIPS AMONG LOCAL, COUNTY, AND STATE AGENCIES. THE JUVENILE COURT IS THE KEY AGENCY BUT HAS BEEN INEFFECTIVE BECAUSE OF LACK OF SUFFICIENT AND SKILLED SOCIAL WORKERS. THE SERVICES OF PROFESSIONALLY STAFFED SOCIAL AGENCIES ARE PARTICULARLY LACKING IN RURAL AREAS. VOLUNTARY CLUBS AND GROUPS HAVE BEEN CONCERNED WITH PREVENTIVE PROGRAMS INVOLVING RECREATION MEETINGS, CONFERENCES, AND COMPETITION, BUT THEY HAVE NOT REACHED THE YOUTH WHO NEED THIS HELP. SUCH ORGANIZATIONS NEED TO PRESENT PROGRAMS THAT WILL INTEREST THE MALADJUSTED YOUTH. THESE SAME CLUBS COULD ALSO FURNISH VOLUNTEER PROBATION OFFICERS WHO WOULD EVIDENCE A SINCERE PERSONAL INTEREST. AUXILIARY SERVICES ARE ALSO NEEDED IN THE FORM OF DETENTION HOMES, PSYCHIATRIC SERVICES, RESIDENTIAL HOMES FOR THE MENTALLY HANDICAPPED DELINQUENT, FOSTER HOMES, GROUP CENTERS, AND AN

EFFECTIVE PAROLE SYSTEM. SUGGESTIONS FOR IMPLEMENTATION INCLUDE A NEED FOR AVAILABLE FACTS, BY STARTING WITH THE LOCAL COMMUNITY, DETERMINING INTEREST, DECIDING WHO SHOULD BE INVOLVED, AND FORMULATING A COMMON GOAL. A COORDINATING COUNCIL INVOLVING ALL AGENCIES SHOULD BE ESTABLISHED WITH THE PURPOSE OF DETERMINING PRIORITIES. THE REPORT CONCLUDES THAT CHANGES CAN BE ACCOMPLISHED IF ALL THE ELEMENTS OF COOPERATIVE ACTION ARE PRESENT. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 651

RC 001 150

DOWNEY, JOHN J.

DETENTION CARE IN RURAL AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *CORRECTIVE INSTITUTIONS, *DELINQUENT REHABILITATION, *RURAL AREAS, *STATE AID, DELINQUENCY, DISTRICT OF COLUMBIA, PROBATION OFFICERS, RURAL YOUTH, STATE GOVERNMENT, STATE LAWS, YOUTH.

DETENTION IS DEFINED AS THE TEMPORARY CARE OF CHILDREN WHO REQUIRE SECURE CUSTODY FOR THEIR OWN OR THE COMMUNITY'S PROTECTION, PENDING COURT DISPOSITION. THE DOCUMENT STATES THAT JAIL DETENTION OF CHILDREN, THE PREVALENT RECOURSE, IS DEMORALIZING, UNFIT, AND OFTEN UNNECESSARY. NEEDS ARE STATED TO INCLUDE (1) ADEQUATE PROBATION SERVICES, (2) SHELTER CARE, SUCH AS SUBSIDIZING BOARDING HOMES, AND (3) DETENTION FACILITIES DESIGNED FOR CHILDREN. STATEWIDE PROGRAMS OF REGIONAL DETENTION ARE SEEN AS THE ONLY HOPE FOR ELIMINATING JAIL DETENTION FOR CHILDREN. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 652

RC 001 151

POLK, KENNETH

AN EXPLORATION OF RURAL JUVENILE DELINQUENCY.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.50 20P.

DESCRIPTORS *DELINQUENCY CAUSES, *DELINQUENTS, *FAMILY INFLUENCE, *RURAL AREAS, *RURAL ENVIRONMENT, CRIME, CULTURAL BACKGROUND, DELINQUENCY BEHAVIOR, DELINQUENT REHABILITATION, DELINQUENT ROLE, DISADVANTAGED GROUPS, DISADVANTAGED YOUTH, DISTRICT OF COLUMBIA, DROPOUTS, ECONOMIC STATUS, FAMILY CHARACTERISTICS, LANE COUNTY YOUTH STUDY PROJECT, RURAL FAMILY.

THIS SPEECH STATES THAT STUDIES INDICATE THAT DELINQUENCY IN RURAL AREAS TENDS TO BE LESS SERIOUS IN TERMS OF THE ACTS COMMITTED AND IS TREATED MORE LENIENTLY THAN IN METROPOLITAN AREAS. THE DELINQUENCY THAT DOES EXIST IS A MALE PROBLEM, OCCURS PREDOMINATELY AMONG

YOUTH FROM LOWER-ECONOMIC-STATUS BACKGROUNDS, REFLECTS ALIENATION FROM COMMUNITY AND SCHOOL, AND SEEMS TO HAVE A SUBCULTURAL COMPONENT. ADULTS SEEM WILLING TO SUPPORT PROGRAMS TO HELP TROUBLE-PRONE YOUTH. TABLES PRESENT PERCENTAGES OF IN- AND OUT-OF-SCHOOL DELINQUENT AND NONDELINQUENT YOUTH IN THE SMALL CITY AREA BY ECONOMIC, CULTURAL, AND FAMILY VARIABLES. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 653

RC 001 152

FRAENKEL, W.A.

THE DEVELOPMENT OF SERVICES FOR MENTALLY RETARDED CHILDREN AND YOUTH IN RURAL AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *PSYCHOEDUCATIONAL CLINICS, *TRAINABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, CHILDREN, DISTRICT OF COLUMBIA, ENVIRONMENT, INSTRUCTIONAL STAFF, MENTAL HEALTH, OUT OF SCHOOL YOUTH, RESIDENTIAL CENTERS, RURAL AREAS, RURAL YOUTH, TRANSPORTATION.

THIS PAPER PRESENTS INFORMATION ON THE NEED FOR THE DEVELOPMENT OF A VARIETY OF ADDITIONAL SERVICES TO ENABLE OUT-OF-SCHOOL, UNEMPLOYED, RETARDED YOUTH TO BECOME BETTER PREPARED FOR THEIR RESPONSIBILITIES TO THE COMMUNITY. DIFFERENT GROUPS OF RETARDED PERSONS ARE DISCUSSED, AND A RATIONALE FOR NEEDED SERVICES IS SUGGESTED. REPORTS FROM 19 STATES AND THE DISTRICT OF COLUMBIA ARE USED TO DESCRIBE PROGRAMS AND PROGRAM GOALS FOR RURAL YOUTH. THE THREE MAJOR PROBLEMS THAT MUST BE SQUARELY FACED TO EXPEDITE LOCAL PROGRAMS AND SERVICES ARE—TRANSPORTATION, FACILITIES WITH RESIDENTIAL CENTERS, AND QUALIFIED STAFF TO MAN THE PROGRAMS. RECOMMENDATIONS MADE FOR ORGANIZING LOCAL ACTION INCLUDE THE NEED FOR MOBILE RESIDENTIAL UNITS, MORE CREATIVE USE OF EXISTING FACILITIES, INCREASES IN VOLUNTARY AND GOVERNMENTAL RESOURCES, MORE PILOT PROJECTS, AND A NEW APPROACH TO THE ESTABLISHMENT OF RURAL PEACE CORPS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (AUTHOR)

ED 012 654

RC 001 153

WAGNER, JOHN, JR.

PROGRAMS AND SERVICES OF URBAN CHURCHES IN HELPING RURAL YOUTH BECOME ASSIMILATED IN URBAN AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *CHURCH PROGRAMS, *CHURCH ROLE, *JOB PLACEMENT, *RURAL YOUTH, *URBAN IMMIGRATION,

ADJUSTMENT (TO ENVIRONMENT), CHURCH RESPONSIBILITY, DISTRICT OF COLUMBIA, EDUCATIONAL PROBLEMS, ENGLISH (SECOND LANGUAGE), OBJECTIVES, UNEMPLOYMENT.

THIS REPORT STATES THAT RURAL YOUTH MIGRATING TO THE CITY FACE PROBLEMS OF MULTIPLE DECISIONS, LACK OF EDUCATION, LACK OF JOB OPPORTUNITY, LACK OF MEANINGFUL RELATIONSHIPS, COMMUNICATION PROBLEMS, AND LIMITED PARTICIPATION IN DECISIONS AFFECTING THEIR LIVES. THE AUTHOR KNOWS OF NO URBAN CHURCH PROGRAMS SPECIFICALLY DESIGNED TO HELP RURAL YOUTH, BUT HE OFFERS EXAMPLES OF PROGRAMS AND SERVICES WHICH MEET BASIC NEEDS OF YOUTH IN METROPOLITAN AREAS. THESE PROGRAMS, WHICH WOULD ALSO BE APPROPRIATE FOR THE IMMIGRANT, ATTEMPT TO MAKE CONTACT WITH THESE YOUTH, SEEK OUT TALENT AND IMPROVE EDUCATIONAL OPPORTUNITIES, ASSIST IN JOB TRAINING AND PLACEMENT, AND PROVIDE PROPER ASSOCIATIONS AND RELATIONSHIPS. THE NEED IS FOR MORE INFORMATION AND FOR PROGRAMS WORKING WITH PEOPLE RATHER THAN FOR PEOPLE. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 655 RC 001 154

GIVIDEN, NOBLE J.
HIGH SCHOOL EDUCATION FOR RURAL YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$1.20 30P.

DESCRIPTORS *ADMINISTRATOR RESPONSIBILITY, *BUILDING DESIGN, *RURAL EDUCATION, *RURAL YOUTH, *SMALL SCHOOLS, ADMINISTRATIVE PERSONNEL, COMMUNITY SCHOOLS, CURRICULUM DEVELOPMENT, CURRICULUM ENRICHMENT, DISTRICT OF COLUMBIA, HIGH SCHOOL ROLE, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, NEW YORK, RURAL SCHOOL SYSTEMS, RURAL SCHOOLS, SCHOOL BUILDINGS, SECONDARY EDUCATION, TEACHER IMPROVEMENT.

SMALL HIGH SCHOOLS HAVE BEEN CONSIDERED POOR SCHOOLS, AND MOST EFFORTS TOWARD IMPROVEMENT HAVE BEEN TO ELIMINATE THE SCHOOL BY REORGANIZATION. THE STRUGGLE FOR COMPREHENSIVENESS IS SEEN IN THIS PAPER AS THE FUNDAMENTAL PROBLEM FACING SMALL HIGH SCHOOLS. IMPROVEMENT DEPENDS ON A RETURN TO COMMUNITY SCHOOL EMPHASIS, CONTINUED IMPROVEMENT IN LEADERSHIP AT ALL LEVELS, AND SERIOUS CONSIDERATION OF NEW IDEAS IN DESIGN OF SCHOOL BUILDINGS, INSTRUCTIONAL MATERIALS, AND EQUIPMENT. TWO TABLES PRESENT INFORMATION REGARDING PUPIL-TEACHER RATIOS, TUITION COSTS, AND DATA ON TEACHERS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 656 RC 001 155
PETERSON, MILO J.
VOCATIONAL EDUCATION AT THE HIGH SCHOOL LEVEL.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.68 17P.

DESCRIPTORS *AGRICULTURE, *RURAL SCHOOLS, *VOCATIONAL EDUCATION, ADULT EDUCATION, AGRICULTURAL LABORERS, AMERICAN VOCATIONAL ASSOCIATION, COMMUNITY SCHOOLS, COMPREHENSIVE HIGH SCHOOLS, DISTRICT OF COLUMBIA, FUTURE FARMERS OF AMERICA, HOME ECONOMICS EDUCATION, UNIVERSITY OF MINNESOTA, WORK EXPERIENCE, WORK STUDY PROGRAMS.

THIS PAPER STATES THAT A DISPROPORTIONATE EMPHASIS HAS BEEN PLACED ON COLLEGE-BOUND PROGRAMS, NEGLECTING VOCATIONAL EDUCATION IN THE RURAL SCHOOLS. THE FUTURE FARMERS OF AMERICA PROGRAMS APPEAR TO BE SUCCESSFUL DUE TO THE PROBLEM-SOLVING, WORK-EXPERIENCE APPROACH THAT BUILDS ON CLOSE WORKING RELATIONSHIPS AMONG THE HOME, THE SCHOOL, AND THE STUDENT. FOR RURAL BOYS, A MODERN VOCATIONAL AGRICULTURE PROGRAM IS SEEN AS THE BEST PREPARATION FOR USEFUL EMPLOYMENT. RECOMMENDATIONS INCLUDE EXPANSION OF PRESENT PROGRAMS, APPRENTICE-TYPE PROGRAMS IN AGRIBUSINESS, AND BETTER TEACHERS. (SF)

ED 012 657 RC 001 156

JAMES, GERALD B.

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL FOR RURAL YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.88 22P.

DESCRIPTORS *COMPREHENSIVE HIGH SCHOOLS, *POST HIGH SCHOOL GUIDANCE, *POST SECONDARY EDUCATION, *RURAL EDUCATION, *VOCATIONAL EDUCATION, ADULT EDUCATION PROGRAMS, DISTRICT OF COLUMBIA, NORTH CAROLINA, OCCUPATIONAL GUIDANCE, RETRAINING, RURAL AREAS, TECHNICAL EDUCATION, VOCATIONAL RETRAINING.

THIS PAPER STATES THAT A GROWING NUMBER OF NONPROFESSIONAL JOBS ARE BEING FILLED BY INDIVIDUALS WHO HAVE HAD SPECIALIZED EDUCATION PAST HIGH SCHOOL. RURAL YOUTH ARE AT A DISADVANTAGE IN COMPETITION FOR POST-HIGH SCHOOL TRAINING DUE TO INADEQUATE BACKGROUNDS, OCCUPATIONAL GUIDANCE, BASIC PREPARATORY EDUCATION, AND SPECIALIZED EDUCATION FOR JOB ENTRY. POST-HIGH SCHOOL TECHNICAL, VOCATIONAL, AND CONTINUING EDUCATION PROGRAMS SHOULD PROVIDE BROAD EDUCATIVE EXPERIENCES IN A CLUSTER OF OCCUPATIONS, AND SHOULD EMPHASIZE COGNITIVE LEARNINGS AS WELL AS MANIPULATIVE SKILLS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 658 RC 001 157
MORRIS, HENRY R.
ROLE OF INDUSTRY AND BUSINESS IN CONTRIBUTING TO RURAL YOUTH DEVELOPMENT--THEIR SCOPE, LIMITATIONS AND FUTURE NEEDS.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *EDUCATION, *EMPLOYMENT, *INDUSTRIAL EDUCATION, *RURAL YOUTH, *URBAN YOUTH, BUSINESS RESPONSIBILITY, CHAMBER OF COMMERCE, COMMUNITY, DEPARTMENT OF LABOR, DISTRICT OF COLUMBIA, EDUCATIONAL PROGRAMS, EVERETT PLAN, GOVERNMENT (ADMINISTRATIVE BODY), INDUSTRY, UNEMPLOYMENT, UNSKILLED LABOR.

FACTORS AFFECTING THE EMPLOYMENT OF URBAN AND RURAL YOUTH ARE BECOMING SIMILAR IN NATURE. BETTER EDUCATION AND APPRENTICESHIP PROGRAMS ARE NEEDED FOR BOTH GROUPS. NON-CAUCASIANS UNSKILLED LABOR, AND PERSONS UNDER 25 YEARS OF AGE ARE THE GROUPS WITH THE HIGHEST RATE OF UNEMPLOYMENT. INDUSTRIAL EDUCATION PROGRAMS NEED THE COOPERATION OF GOVERNMENT, BUSINESS, AND COMMUNITY. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 659 RC 001 158

JONES, LEWIS W.

PROBLEMS AND SPECIAL NEEDS OF NEGRO YOUTH IN RURAL AREAS.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.52 13P.

DESCRIPTORS *DISADVANTAGED GROUPS, *NEGRO YOUTH, *RURAL AREAS, AGRICULTURE, CURRICULUM EVALUATION, CURRICULUM PLANNING, DISCRIMINATORY ATTITUDES (SOCIAL), DISTRICT OF COLUMBIA, FAMILY ENVIRONMENT, FAMILY INCOME, FISK UNIVERSITY, MANPOWER DEVELOPMENT, RURAL EDUCATION, SCHOOL INTEGRATION, SCHOOL REDISTRICTING, SOUTHERN SCHOOLS, VOCATIONAL EDUCATION.

IN RURAL AREAS, MANY PROBLEMS OF NEGRO YOUTH ORIGINATE IN THE LIMITATIONS WHICH RESULT FROM UNEDUCATED FAMILIES AND THE ENVIRONMENTAL POVERTY OF THE FAMILIES. DISCRIMINATORY PRACTICES REMAIN AS AN EFFECT UPON YOUTH. THE NEGRO'S ADJUSTMENT TO RURAL LIFE AND TO SCHOOL IS NOT GOOD AS A RESULTANT OF FOUNDATIONAL UNREADINESS FOR UNDERSTANDING THE NEED TO PREPARE HIS LIFE'S ACTIVITIES. THE PROSPECT FOR THE FUTURE IS FRUSTRATION AND ANXIETY. SCHOOLS HAVE REORGANIZED BUT NOT CHANGED THE CURRICULUM TO TEACH USEABLE SKILLS, AND AREA DEVELOPMENT PROGRAMS ARE CARRIED OUT BY LOCAL AGENCIES. THESE PROGRAMS SELDOM BENEFIT THE NEGRO. TABLES OF POPULATION PERCENTAGES ARE INCLUDED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 660 RC 001 159

DAWSON, HOWARD A.

A COMPREHENSIVE PROGRAM OF EDUCATION FOR RURAL CHILDREN AND YOUTH.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.68 17P.

DESCRIPTORS *ADMINISTRATION, *COMPREHENSIVE PROGRAMS, *PROGRAM GUIDES, *RURAL EDUCATION, *SCHOOL COMMUNITY PROGRAMS, ADULT EDUCATION, ARITHMETIC, CHILDREN, COLLEGE PREPARATION, DISTRICT OF COLUMBIA, ELEMENTARY SCHOOLS, FLEXIBLE PROGRESSION, GENERAL EDUCATION, INSTRUCTIONAL PROGRAMS, LIBRARY SERVICES, READING, RECREATIONAL ACTIVITIES, RURAL YOUTH, SCHOOL DISTRICTS, SOCIAL STUDIES, STUDENTS, SUMMER PROGRAMS, VOCATIONAL EDUCATION, WRITING.

LARGER SCHOOL DISTRICTS USUALLY HAVE BETTER INSTRUCTIONAL PROGRAMS. TO HAVE A COMPREHENSIVE PROGRAM, HOWEVER, IT IS NECESSARY TO HAVE PROGRAM GUIDES THAT MEET THE NEEDS OF THE STUDENTS. THE ELEMENTARY SCHOOL SHOULD EMPHASIZE READING, WRITING, ARITHMETIC, AND SOCIAL STUDIES. A FLEXIBLE PROGRESSION OF GENERAL EDUCATION, COLLEGE PREPARATION, AND VOCATIONAL EDUCATION SHOULD CONSTITUTE THE HIGH SCHOOL PROGRAM. A SCHOOL-COMMUNITY PROGRAM WOULD INCLUDE ADULT EDUCATION, LIBRARY SERVICES, RECREATIONAL ACTIVITIES, AND SUMMER PROGRAMS. THE ADMINISTRATION SHOULD ALSO PROVIDE SERVICES WHICH WOULD HELP THE TEACHERS, STUDENTS, AND ADMINISTRATION. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 661 RC 001 160
TOLLEY, G.S.
ON EMPLOYMENT PROSPECTS FOR RURAL COMMUNITIES.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
PUB DATE SEP 63
EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *EMPLOYMENT, *POPULATION TRENDS, *RURAL AREAS, DEMOGRAPHY, DISTRICT OF COLUMBIA, EMPLOYMENT QUALIFICATIONS, MANPOWER DEVELOPMENT, RURAL EDUCATION, RURAL URBAN DIFFERENCES, UNEMPLOYMENT, VOCATIONAL INSTRUCTION.

THE APPEAL OF LOW LABOR COSTS IS SEEN AS THE MAIN INFLUENCE OF INDUSTRY'S DECENTRALIZED EXPANSION. THIS EXPANSION HAS NOT BEEN ENOUGH TO OFFSET AGRICULTURAL EMPLOYMENT DECLINES. THUS, A NET MIGRATION TO URBAN AREAS, DRAINING THE MORE REMOTE RURAL AREAS, IS STILL NECESSARY. IMPLICATIONS FOR RURAL AREAS INCLUDE BETTER PUBLIC EDUCATION AND A REDUCTION OF UNEMPLOYMENT. TABLES ILLUSTRATING FOUR ASPECTS OF THE TEXT ARE INCLUDED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 662 RC 001 161
BRAM, JOSEPH
RURAL YOUTH IN A CHANGING PUERTO RICO.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
PUB DATE -SEP 63

EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *AGRICULTURE, *FOREIGN COUNTRIES, *LIVING STANDARDS, *RURAL YOUTH, DISTRICT OF COLUMBIA, FOREIGN CULTURE, HISTORY, PUBLIC HEALTH, PUERTO RICO, RURAL AREAS, RURAL ENVIRONMENT, URBAN AREAS, URBAN MIGRATION.

THE HISTORY OF PUERTO RICO SHOWS THAT THE LAST 20 YEARS OF PLANNED PROGRESS UNDER ITS FREE POLITICAL STATUS HAVE PRODUCED INDUSTRIAL AND AGRICULTURAL REFORMS WHICH HAVE BROUGHT A HIGHER STANDARD OF LIVING TO THE RURAL AREAS. THESE IMPROVEMENTS HAVE CREATED A DESIRE FOR THE URBAN WAY OF LIFE WHICH HAS RESULTED IN AN EXODUS OF RURAL YOUTH. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 663 RC 001 162
TAYLOR, LEE JONES, ARTHUR R., JR.
WHITE YOUTH FROM LOW-INCOME RURAL FAMILIES-ACHIEVEMENT MILIEU AND AGRIBUSINESS OPPORTUNITIES.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
PUB DATE SEP 63
EDRS PRICE MF-\$0.25 HC-\$0.68 17P.

DESCRIPTORS *AGRICULTURE, *CULTURAL VALUES, *EMPLOYMENT OPPORTUNITIES, *LOW INCOME GROUPS, *RURAL YOUTH, ASPIRATION, CULTURAL BACKGROUND, CULTURAL DIFFERENCES, CULTURAL DISADVANTAGEMENT, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, LIVING STANDARDS, OCCUPATIONAL GUIDANCE, SOCIAL VALUES, VOCATIONAL INSTRUCTION, YOUTH PROGRAMS.

THE DIFFERENCE BETWEEN POTENTIAL AND ACTUAL DEVELOPMENT OF RURAL YOUTH IS RELATED TO THEIR SOCIAL BACKGROUND. EMPLOYMENT OPPORTUNITIES IN AGRIBUSINESS ARE AVAILABLE FOR RURAL YOUTH, BUT THOSE FROM LOW-INCOME AREAS DO NOT PARTICIPATE. SPECIFIC PROGRAMS AIMED AT SHIFTING VALUE ORIENTATIONS ARE SEEN AS NECESSARY PREREQUISITES TO MEANINGFUL EDUCATIONAL AND TRAINING PROGRAMS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ED 012 664 RC 001 163
SHAFTER, ALBERT J.
MENTAL RETARDATION-THE PRESENT PROBLEM.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
PUB DATE SEP 63
EDRS PRICE MF-\$0.25 HC-\$0.64 16P.

DESCRIPTORS *ATTITUDES, *INSTITUTIONS, *MENTAL RETARDATION, *RESIDENTIAL CENTERS, *RURAL AREAS, ACTIVITIES, DISTRICT OF COLUMBIA, INTELLIGENCE, MENTAL HEALTH CLINICS, MENTAL HEALTH PROGRAMS, NATIONAL ASSOCIATION FOR MENTALLY RETARDED CHILDREN, RURAL POPULATION, TRANSPORTATION.

MENTAL RETARDATION IS DEFINED AS A MENTAL DEFECT, NOT A DISEASE. LE-

VELS OF SEVERITY IN MENTAL RETARDATION ARE CAUSED BY AN INTERRELATIONSHIP BETWEEN HEREDITY AND ENVIRONMENT. ONE OF THE MAJOR PROBLEMS CONCERNS THE LONGER LIFE EXPECTANCY OF THE RETARDATE DUE TO IMPROVEMENTS IN MODERN MEDICINE. THIS IS CREATING A SITUATION WHERE RESIDENTIAL FACILITIES DO NOT HAVE THE SPACE TO CARE FOR NEW ADMISSIONS. SUCH FACTORS AS MOBILITY, LACK OF EDUCATIONAL OPPORTUNITIES, DANGER, AND ECONOMIC USEFULNESS ARE INTERACTING TO CHANGE THE RURAL ATTITUDE AGAINST INSTITUTIONALIZATION. THE ARTICLE CONCLUDES THAT TRANSPORTATION AND PROGRAM COORDINATION PROBLEMS WILL NEED TO BE SOLVED IN ORDER TO ESTABLISH ADDITIONAL FACILITIES IN RURAL AREAS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

ED 012 665 RC 001 468
NAYLOR, NAOMIL.
MIGRANT DAY CARE PROGRAM, 1961.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 62
EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *COMMUNITY AGENCIES (PUBLIC), *MIGRANT CHILD CARE CENTERS, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *WELFARE AGENCIES, ACADEMIC ACHIEVEMENT, ART, BASIC SKILLS, DAY CARE PROGRAMS, ELEMENTARY EDUCATION, HANDICRAFTS, PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE, PHYSICAL HEALTH, PRESCHOOL CHILDREN, PRESCHOOL EDUCATION, UNIVERSITY PARK.

WITH THE COOPERATION OF VARIOUS COMMUNITY AGENCIES AND WITH FEDERAL AID FROM THE PUBLIC WELFARE DEPARTMENT, SEVERAL MIGRANT CHILD CARE CENTERS WERE ESTABLISHED BY PENNSYLVANIA STATE UNIVERSITY IN THE CENTRAL PART OF THE STATE OF PENNSYLVANIA. STAFFS WERE COMPOSED OF DIRECTORS AND EXPERIENCED TEACHERS FROM PRESCHOOL AND ELEMENTARY EDUCATION. PROGRAMS PROVIDED FOOD AND TAUGHT INDIVIDUAL DUTIES, RESPONSIBILITIES, AND TABLE MANNERS. THE CHILDREN ENJOYED THEIR FIELD TRIPS, AND IMPROVED BEHAVIORAL PATTERNS WERE OBSERVED. RESULTS INDICATED THAT THE PROGRAMS WERE CONSTRUCTIVE AND EFFECTIVE. COMMUNITIES HELPED THE PROGRAM BY PROVIDING VOLUNTEERS, HOUSING FOR THE CENTERS, EQUIPMENT, COMMUNITY CONTACTS, STORAGE SPACE, DISCOUNTS ON FOOD AND SUPPLIES, AND STAFF HOUSING. (JS)

ED 012 666 RC 001 470
KUVLESKY, WILLIAM R. PELHAM, JOHN
OCCUPATIONAL STATUS ORIENTATIONS OF RURAL YOUTH-STRUCTURED ANNOTATIONS AND EVALUATIONS OF THE RESEARCH LITERATURE.
TEXAS A AND M UNIV., COLLEGE STATION
REPORT NUMBER DEPT-TR-66-3
PUB DATE SEP 66
EDRS PRICE MF-\$0.50 HC-\$3.35 84P.

DESCRIPTORS *ASPIRATION, *OCCUPATIONAL CHOICE, *RURAL YOUTH, COLLEGE STATION, ECONOMIC STATUS, OCCU-

PATIONAL INFORMATION, RESEARCH, SOCIOECONOMIC STATUS, STATUS, URBAN IMMIGRATION, VOCATIONAL INTERESTS.

PRESENTED ARE ABSTRACTS AND EVALUATIVE COMMENTARIES OF 47 PUBLISHED, EMPIRICAL RESEARCH FINDINGS ON OCCUPATIONAL STATUS ORIENTATIONS OF RURAL YOUTH. THE ANNOTATIONS ARE LIMITED TO ONLY THOSE ASPECTS OF THE FINDINGS BEARING DIRECTLY ON OCCUPATIONAL ASPIRATION, OCCUPATIONAL EXPECTATION, AND ANTICIPATORY DEFLECTION FROM OCCUPATIONAL GOALS. EACH ARTICLE IS LISTED WITH COMPLETE BIBLIOGRAPHIC CITATION, LOCATION AND DATES OF THE STUDY REPORTED, DESCRIPTIONS OF RESPONDENTS, RELEVANCE TO AN EXAMINATION OF OCCUPATIONAL STATUS ORIENTATION ELEMENTS, RESULTS OF THE FINDINGS, AND REMARKS FOCUSING ON METHODS AND SIGNIFICANCE OF THE STUDY. (SF)

ED 012 667

RC 001 480

PEARCE, FRANK C.

EMPLOYMENT TRENDS IN SELECTED OCCUPATIONS.

MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER REP-6

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *EDUCATIONALLY DISADVANTAGED, *EMPLOYMENT TRENDS, *UNEMPLOYED, *VOCATIONAL EDUCATION, EMPLOYMENT PROGRAMS, GRAPHS, MDTA, MODESTO, MULTI OCCUPATIONAL ADULT TRAINING PROJECT, NEW HOPE PROJECT, SALESMANSHIP, SERVICE OCCUPATIONS, STANISLAUS COUNTY, VOCATIONAL FOLLOWUP.

THE NEW HOPE PROJECT WAS AN EFFORT TO TRAIN THE UNEMPLOYED AND THE EDUCATIONALLY DISADVANTAGED. AN ANALYSIS OF EMPLOYMENT TRENDS WAS MADE OF THOSE GROUPS WHO HAD COMPLETED THEIR TRAINING IN SELECTED SERVICE OCCUPATIONS SUCH AS CUSTODIAN, NURSE AIDE, WAITRESS, SALES, AND SERVICE STATION. WITH THE EXCEPTION OF SERVICE STATION AND CUSTODIAN TRAINEES, EMPLOYMENT LEVELS FLUCTUATED ACCORDING TO THE LABOR DEMAND IN OTHER NONRELATED AREAS. THE RATE OF EMPLOYMENT FOR CUSTODIAN TRAINEES INCREASED IN RELATION TO THE AMOUNT OF LAPSED TIME SINCE COURSE COMPLETION. LEVELS OF EMPLOYMENT IN THE WAITRESS AND SERVICE STATION GROUPS GRADUALLY DECREASE OVER A PERIOD OF TIME. AS MANY OR MORE TRAINEES IN THE SALES GROUP ARE EMPLOYED IN WORK WHICH IS NOT RELATED TO THEIR TRAINING. (JS)

ED 012 668

RC 001 492

GREEN, DONALD ROSS AND OTHERS

BLACK BELT SCHOOLS-BEYOND DESEGREGATION.

SOUTHERN REGIONAL COUNCIL, ATLANTA, GA.

REPORT NUMBER SRC-TRR-4

PUB DATE NOV 65

EDRS PRICE MF-\$0.25 HC-\$1.80 45P.

DESCRIPTORS *NEGROES, *RACE RELATIONS, *RURAL SCHOOLS, *SCHOOL INTEGRATION, *SOUTHERN SCHOOLS, ATLANTA, BLACK BELT SOUTH, BOARDING HOMES, CAUCASIAN RACE, COOPERATIVE PROGRAMS, CULTURAL DISADVANTAGEMENT, ECONOMIC DISADVANTAGEMENT, EDUCATIONAL FINANCE,

EMORY UNIVERSITY, ETHNIC GROUPS, GEORGIA, LOWER CLASS, PRESCHOOL EDUCATION, RACIAL CHARACTERISTICS, SOCIAL ATTITUDES, SOCIOECONOMIC INFLUENCES, SOUTH CAROLINA, STUDENT EMPLOYMENT.

IN 1964, FOUR PROFESSORS FROM THE DIVISION OF TEACHER EDUCATION AT EMORY UNIVERSITY VISITED SCHOOL SYSTEMS IN BURKE COUNTY, GEORGIA, AND EDGEFIELD COUNTY, SOUTH CAROLINA. IN THIS SUBSEQUENT REPORT, THE AUTHORS CONTEND THAT THE ACT OF DESEGREGATION DOES NOT IN AND OF ITSELF REMOVE THE OMNIPRESENT PROBLEM OF POOR EDUCATIONAL OPPORTUNITY IN THE SOUTH, NOR WILL MORE OF WHAT IS CURRENTLY BEING DONE DO OTHER THAN CONTINUE THE UNDESIRABLE "STATUS QUO." AFTER DESCRIBING THE SOCIAL, CULTURAL, AND ECONOMIC CLIMATES IN WHICH THESE SCHOOLS OPERATE, THE AUTHORS MAKE FOUR SPECIFIC RECOMMENDATIONS INTENDED TO RAISE THE TOTAL EDUCATIONAL LEVEL OF THE SCHOOL DISTRICTS. THESE INCLUDE-NURSERY-KINDERGARTEN UNITS FOR CHILDREN AGES 3 THROUGH 5, (2) THE USE OF BOARDING UNITS FOR CHILDREN IN GRADES 4, 5, AND 6, (3) THE EMPLOYMENT OF SENIOR HIGH SCHOOL STUDENTS IN THE SYSTEM, SO THAT ALL STUDENTS FROM THE 10 GRADE UP WHO WANT OR ARE INTERESTED IN WORK WILL HAVE AN OPPORTUNITY TO EARN AT LEAST \$50 A MONTH AS A PART OF THEIR SCHOOL PROGRAM, AND (4) AN INTERCOUNTY AND COLLEGE (OR UNIVERSITY) COOPERATIVE PROGRAM INVOLVING A COORDINATED PLAN OF CONSOLIDATION, JOINT PURCHASING, AND JOINT INSERVICE AND PRESERVICE TO TEACHER TRAINING PROGRAMS IN COOPERATION WITH THE COLLEGE. THE AUTHORS INDICATE THAT THESE ARE BY NO MEANS THE ONLY SOLUTIONS TO A CRITICAL PROBLEMS, BUT THEY ARE WITHIN THE RANGE OF PRACTICALITY. (BR)

ED 012 669

RC 001 508

KELLY, ROGER E.

DISABLED NAVAJO INDIANS AND REHABILITATION-AN ANTHROPOLOGICAL OVERVIEW.

NORTHERN ARIZONA UNIV., FLAGSTAFF
REPORT NUMBER NAVAJO-REHAB-PROJ-TR-2

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$2.72 68P.

DESCRIPTORS *ECONOMIC FACTORS, *MEDICAL EVALUATION, *NAVAJO, *PHYSICALLY HANDICAPPED, *REHABILITATION, AMERICAN INDIANS, CULTURAL BACKGROUND, CULTURAL DIFFERENCES, CULTURE, ECONOMICALLY DISADVANTAGED, EDUCABLE MENTALLY HANDICAPPED, FLAGSTAFF, MEDICAL CASE HISTORIES, MEDICAL SERVICES, MENTAL RETARDATION, MINORITY GROUPS, NAVAJO REHABILITATION PROJECT, PHYSICAL DEVELOPMENT, PHYSICAL HANDICAPS, REHABILITATION PROGRAMS, VOCATIONAL REHABILITATION. THE NAVAJO REHABILITATION PROJECT STUDIED THE REACTIONS OF THE NAVAJO TO ILLNESSES AND DISABILITIES. THE PURPOSES OF THIS REPORT WERE (1) TO PROVIDE CERTAIN FACTS AND VIEWPOINTS FOR REHABILITATION PROJECT WORKERS, (2) TO PROVIDE SUMMATIONS OF TYPICAL CASE HISTORIES, (3) TO SUGGEST AVENUES OF FUTURE RE-

SEARCH, (4) TO ILLUSTRATE THAT CO-OPERATIVE EFFORT CAN BRING SUCCESS IN THE SOLUTION OF DISABILITY PROBLEMS, AND (5) TO ASSEMBLE A PRELIMINARY SYNTHESIS FOR FUTURE RESEARCH. DATA WERE COLLECTED FROM CASE FILES OF THE NAVAJO REHABILITATION PROJECT, OBSERVATIONS AND NOTES OF THE STAFF, COMMUNICATIONS WITH ANTHROPOLOGISTS, AND PUBLISHED STUDIES. THE STUDY CONCLUDED THAT (1) DISABLED NAVAJO INDIVIDUALS HAVE BEEN NEGATIVELY VALUED, SINCE SUCH PERSONS ARE THE OPPOSITE OF THE IDEAL, HIGHLY-VALUED NOTION OF THE NAVAJO SELF-IMAGE, (2) A MORE POSITIVE ATTITUDE IS EMERGING DUE TO CHANGES IN THE DISABLED INDIVIDUAL'S ECONOMIC ROLE, (3) THERE IS A CULTURALLY SIGNIFICANT HIERARCHY OF DISABILITY, SEVERITY, AND RESULTANT CEREMONIAL CONNOTATIONS, AND (4) SOME ATTITUDES TOWARD THE NAVAJO DISABLED ARE NOT TOO DIFFERENT FROM ANGLO ATTITUDES. CASE STUDIES, RECOMMENDATIONS FOR FUTURE RESEARCH, AND APPENDIXES ARE PRESENTED. (SF)

ED 012 670

RC 001 510

BENNETT, FAY

THE CONDITION OF FARM WORKERS AND SMALL FARMERS IN 1966. REPORT TO THE BOARD OF DIRECTORS OF NATIONAL SHARECROPPERS FUND. NATIONAL SHARECROPPERS FUND, NEW YORK, N.Y.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.24 6P.

DESCRIPTORS *AGRICULTURAL LABORERS, *ECONOMIC DISADVANTAGEMENT, *FEDERAL LEGISLATION, *MIGRANT EMPLOYMENT, *MIGRANT PROBLEMS, CHILD LABOR, FOREIGN WORKERS, HEALTH, HEALTH NEEDS, MIGRANT HOUSING, MIGRANT WORKERS, MINIMUM WAGE, MINIMUM WAGE LAWS, NEW YORK CITY, POVERTY PROGRAMS, STATE LAWS, UNIONS, URBAN IMMIGRATION.

THERE ARE SEVERAL FACETS TO THE PROBLEMS FACING FARM WORKERS AND SMALL FARMERS. THE AVERAGE RATE OF FARM RESIDENT DECLINE SINCE 1960 IS ABOUT 4 PERCENT FOR WHITE AND 10 PERCENT FOR NEGRO FARM PEOPLE, ALTHOUGH FROM 1969 TO 1964, EIGHT SOUTHERN STATES HAD A NEGRO FARMER DECLINE RATE OF 32.4 PERCENT. THESE PEOPLE LEAVE TO ESCAPE THE POVERTY WHICH IS DISPROPORTIONATELY CONCENTRATED IN THE SOUTH. THERE WAS A DECLINE IN THE EMPLOYMENT OF FOREIGN WORKERS, BUT SUBSTANDARD DOMESTIC WORKERS' HOUSING STILL EXISTS. TO AUGMENT THE EXTREMELY LOW FAMILY INCOME OF FARM WORKERS, AN ESTIMATED 375,000 CHILDREN BETWEEN THE AGES OF 10 AND 13 WORK IN THE FIELDS. UNIONIZATION OF FARM WORKERS IS SEEN AS THE MOST HELPFUL TREND OF THE YEAR. VARIOUS FEDERAL PROGRAMS SUCH AS MANPOWER TRAINING PROGRAMS COMBINED WITH CROP DIVERSIFICATION AND LOAN ASSISTANCE, AND MARKETING COOPERATIVES, ARE CITED AS SUCCESSFUL PROGRAMS TO HELP THE SMALL FARMER AND HALT THE EXODUS FROM THE LAND. (SF)

ED 012 671

RC 001 517

PROBLEMS AND PROSPECTS OF THE RURAL

SPANISH AMERICAN VILLAGE OF NORTH-ERN NEW MEXICO.

PUB DATE 01 NOV 63

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *ACCULTURATION, *COMMUNITY PROBLEMS, *RURAL AREAS, *SOCIOECONOMIC INFLUENCES, *SPANISH AMERICANS, AGRICULTURAL SKILLS, CONFERENCE FOR HUMAN DEVELOPMENT, ECONOMICS, EDUCATIONAL PROGRAMS, EMPATHY, ETHNIC GROUPS, INCOME, MIGRATION, NATURAL RESOURCES, NEW MEXICO, RURAL CHARACTERISTICS, RURAL YOUTH, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT, SPEECHES, TECHNOLOGICAL ADVANCEMENT, UNEMPLOYMENT, URBAN AREAS.

THIS SPEECH WAS DELIVERED TO THE NEW MEXICO CONFERENCE FOR HUMAN DEVELOPMENT AND WAS CONCERNED WITH THE PROBLEMS FACING SPANISH AMERICAN VILLAGE SETTLEMENTS IN NORTHERN NEW MEXICO. IT WAS STATED THAT THE FUNDAMENTAL REASONS FOR THE DECLINE OF THE SPANISH AMERICAN FARM VILLAGE INVOLVE THE PROCESS OF ACCULTURATION AND SOCIOECONOMIC ADJUSTMENT IN A CHANGING WORLD. SPECIFICALLY, THE YOUNG PEOPLE ARE MIGRATING TO URBAN AREAS. UNEMPLOYMENT IS WIDESPREAD AND PER CAPITA INCOME IS LOW. MALNUTRITION IS PREVALENT, AND DEATH RATES FROM TUBERCULOSIS AND OTHER DISEASES ARE HIGH. EDUCATIONAL PROGRAMS ARE INADEQUATE. THE USE OF NATURAL LAND AND WATER RESOURCES IS NOT EFFICIENT. RECOMMENDATIONS FOR IMPROVEMENT INCLUDE A MORE ACTIVE INVOLVEMENT OF THE MEXICAN-AMERICAN IN RESEARCH AND PLANNING PROGRAMS, SPECIAL EDUCATIONAL PROGRAMS, AGRICULTURAL AND ECONOMIC PROGRAMS, AND A NEED FOR INCREASED EMPATHY IN ALL PEOPLES. (JS)

ED 012 672 RC 001 543

HELPING RURAL YOUTH CHOOSE CAREERS. FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.

REPORT NUMBER MISC-PUB-771

PUB DATE AUG 63

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *AGRICULTURE TRENDS, *CAREER CHOICE, *RURAL YOUTH, *VOCATIONAL COUNSELING, AGRICULTURE, COUNSELING, DISTRICT OF COLUMBIA, GUIDANCE, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, MINORITY GROUPS, NEGRO YOUTH, RURAL SCHOOLS, URBAN RENEWAL, VOCATIONAL EDUCATION.

THE NUMBER OF FARM OPERATORS, MANAGERS, AND EMPLOYEES IS DECREASING DUE TO AN INCREASE IN THE SIZE OF FARMS, A DECREASE IN THE NUMBER OF FARMS, A RAPID GROWTH IN TECHNOLOGY AND CONSEQUENT MECHANIZATION OF AGRICULTURE, AND AN INCREASE IN FARMING EFFICIENCY. IN BUSINESS AND INDUSTRY ALLIED WITH AGRICULTURE, OPPORTUNITIES FOR YOUNG PEOPLE WITH FARM BACKGROUNDS ARE IDENTIFIED. OPPORTUNITIES OUTSIDE AGRICULTURE ARE AVAILABLE TO RURAL YOUTH, BUT TRAINING AND SKILL IS ESSENTIAL IN THE COMPETITIVE JOB MARKET. THE GOVERNMENT IS ENCOURAGING THE EXPANSION OF STATE EMPLOYMENT AND EMPLOYMENT COUNSELING SERVICES, ENCOURAGING WORK AND TRAINING PROJECTS TO IMPROVE THE EMPLOYABILITY OF PUBLIC

ASSISTANCE RECIPIENTS, PROVIDING TRAINING THROUGH THE MANPOWER DEVELOPMENT AND TRAINING ACT, AND ENCOURAGING ACTION PROGRAMS, WORK-EXPERIENCE PROJECTS, AND GUIDANCE AND COUNSELING PROGRAMS. LOCAL COMMUNITIES CAN HELP BY DISSEMINATING INFORMATION REGARDING OPPORTUNITIES, ASSISTING YOUTH IN CONSIDERING VARIOUS ASPECTS OF VOCATIONAL CHOICES, AND IMPROVING AND EXPANDING THE SCHOOL'S GUIDANCE AND VOCATIONAL PROGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.05. (SF)

ED 012 673

RE 000 154

CHRIST, FRANK

SOME UNIVERSITY STUDENTS AND THEIR IDEAL STUDY ENVIRONMENT...AS THEY SEE IT.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *COLLEGE STUDENTS, *STUDENT OPINION, *STUDY FACILITIES, *STUDY HABITS, EDUCATIONAL FACILITIES, INDEPENDENT STUDY, NATIONAL READING CONFERENCE LOYOLA UNIVERSITY OF LOS ANGELES, QUESTIONNAIRES, SCHOOL SPACE, STUDENT ATTITUDES, SURVEYS.

A DOCTORAL STUDY OF THE OPINIONS OF 700 STUDENTS IN SIX CALIFORNIA COMMUNITY COLLEGES CONCERNING THE IDEAL STUDY ENVIRONMENT WAS REPLICATED BY THE STUDY SKILLS CENTER OF LOYOLA UNIVERSITY OF LOS ANGELES IN 1966-67 AS PART OF AN EVALUATION OF STUDENT STUDY HABITS AND ATTITUDES. IN THIS INTERIM REPORT, THE RESPONSES OF 109 NONRESIDENT AND 106 RESIDENT MALE FRESHMEN TO THE 27 ITEMS OF THE 100-ITEM OPINIONNAIRE (USED IN BOTH STUDIES), DEALING WITH SEVEN STUDY SPACE PROBLEMS, WERE ANALYZED. STUDENT PREFERENCES FOR THE FOLLOWING ITEMS WERE DISCUSSED: (1) DECOR IN STUDY AREA, (2) TYPE OF FURNITURE MOST SUITABLE FOR STUDYING, (3) ACCESSIBILITY OF STUDY MATERIALS, (4) SMOKING PRIVILEGES, (5) SIZE OF ROOM OR STUDY AREA, (6) AMOUNT OF PRIVACY NEEDED, AND (7) BEST TIME OF DAY FOR STUDYING. FIVE TENTATIVE RECOMMENDATIONS FOR THE UNIVERSITY ADMINISTRATION, BASED ON THE FRESHMAN DATA, ARE LISTED. COMPLETE DATA FOR ALL FOUR UNDERGRADUATE CLASSES AND FINAL RECOMMENDATIONS WILL BE PUBLISHED AT A LATER DATE. REFERENCES ARE GIVEN. (LS)

ED 012 674

RE 000 155

BORMUTH, JOHN R.

THE IMPLICATIONS AND USE OF CLOZE PROCEDURE IN THE EVALUATION OF INSTRUCTIONAL PROGRAMS.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER CSEIP-OCAS-REP-3

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$2.20 55P.

DESCRIPTORS *CLOZE PROCEDURE, *CURRICULUM EVALUATION, *READABILITY, *READING COMPREHENSION, COMPARATIVE ANALYSIS, EVALUATION METHODS, GRAMMAR, LOS ANGELES, STRUCTURAL ANALYSIS, TEST CONSTRUCTION, TEST INTERPRETATION,

THE CLOZE READABILITY PROCEDURE WAS EXAMINED TO DETERMINE ITS UTILITY AS A DEVICE FOR EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS. THE POSSIBILITY OF DEVELOPING A METHOD, WHICH INCORPORATES THE CLOZE PROCEDURE, FOR MAKING CRITERION REFERENCE TESTS OVER VERBALLY PRESENTED INSTRUCTION WAS ALSO INVESTIGATED. A DISCUSSION OF CLOZE RESEARCH, TABLES, A PROCEDURE FOR USING THE CLOZE TEST AND INTERPRETING AND REPORTING CLOZE SCORES, AND A BIBLIOGRAPHY ARE INCLUDED. (BK)

ED 012 675

RE 000 157

HOPKINS, KENNETH D. SITKEI, E.

GEORGE

PREDICTING GRADE ONE READING PERFORMANCE-INTELLIGENCE VS. READING READINESS TESTS.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.20 5P.

DESCRIPTORS *BEGINNING READING, *INTELLIGENCE TESTS, *PREDICTIVE VALIDITY, *READING READINESS TESTS, *READING RESEARCH, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CALIFORNIA TEST OF MENTAL MATURITY, GRADE 1, LEE CLARK READING READINESS TEST, LEE CLARK READING TEST, NEW YORK CITY.

THE COMPARATIVE VALIDITY OF THE LEE-CLARK READING READINESS TEST AND THE CALIFORNIA TEST OF MENTAL MATURITY (CTMM) FOR PREDICTING GRADE 1 READING SUCCESS WAS STUDIED. ALL ENTERING FIRST-GRADE PUPILS IN TWO ELEMENTARY SCHOOLS IN A LOW-MIDDLE-CLASS COMMUNITY WERE ADMINISTERED BOTH TESTS DURING THE FIRST 3 WEEKS OF SCHOOL. PERFORMANCES ON THESE TESTS WERE CORRELATED WITH SCORES ON THE LEE-CLARK READING TEST, PRIMER (FORM A), AND TEACHER MARKS NEAR THE END OF THE SCHOOL YEAR. THE READINESS TEST DID AT LEAST AS WELL IN PREDICTING FIRST-GRADE PERFORMANCE AS THE CTMM. THIS FINDING IS CONSISTENT WITH OTHER INVESTIGATIONS WHICH HAVE COMPARED READINESS TESTS WITH INTELLIGENCE TESTS FOR PREDICTING GRADE 1 READING SUCCESS. A TABLE AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW YORK CITY, FEBRUARY 1967). (H)

ED 012 676

RE 000 158

JACOBSON, MILTON D. JOHNSON, JOSEPH C.

THE RELATIONSHIPS OF ATTITUDES TO READING COMPREHENSION IN THE INTERMEDIATE GRADES.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *INTERMEDIATE GRADES, *READING COMPREHENSION, *READING RESEARCH, *STUDENT ATTITUDES, ALBEMARLE COUNTY, FACTUAL READING, INTERPRETIVE READING.

IN A STUDY TO DETERMINE THE EFFECT OF ATTITUDES ON LEARNING, THE LITERAL AND INTERPRETATIVE COMPREHENSION ABILITIES OF INTERMEDIATE GRADE CHILDREN ON THEMATICALLY BASED READING SELECTIONS WERE COMPARED WITH THEIR ATTITUDES TOWARD THAT MATERIAL. THREE OF THE

MOST COMMON READING THEMES INHERENT IN CHILDREN'S STORIES WERE DETERMINED BY A PANEL OF GRADUATE STUDENTS, UNIVERSITY PROFESSORS, AND THE INVESTIGATORS WHICH CONDUCTED A SURVEY OF THE LITERATURE. AT EACH GRADE LEVEL, THREE STORIES WERE SELECTED FOR EACH THEME. SUBJECTS WERE 285 CHILDREN IN GRADES 4, 5, AND 6 IN ALBEMARLE COUNTY, VIRGINIA. EACH CHILD READ NINE STORIES. AN ATTITUDE INVENTORY WAS CONSTRUCTED FOR EACH THEME USING PROCEDURES RECOMMENDED BY THURSTONE. FOR EACH STORY, COMPREHENSION TESTS OF 10 LITERAL AND 10 INTERPRETATIVE QUESTIONS WERE ADMINISTERED. AN ANALYSIS OF THE DATA LED TO THE FOLLOWING CONCLUSIONS. THE IMPORTANCE OF ATTITUDES IN IMPROVING COMPREHENSION WAS QUESTIONABLE. WHEN DIFFERENT VARIABLES WERE CONTROLLED, ATTITUDES APPEARED NOT TO FUNCTION APPRECIABLY IN INTERMEDIATE GRADES AND TO FUNCTION DIFFERENTLY FOR LITERAL AND INTERPRETATIVE COMPREHENSION. LITERAL AND INTERPRETATIVE COMPREHENSION WERE DIFFERENTIALLY AFFECTED BY SEX. RELATIONSHIPS BETWEEN ATTITUDE AND COMPREHENSION WERE UNAFFECTED BY RACE OR SOCIOECONOMIC STATUS. TABLES AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

ED 012 677

RE 000 161

TANNER, DANIEL LACHICA, GENARO
THE EFFECTS OF AN IN-RESIDENCE SUMMER PROGRAM ON THE ACADEMIC-YEAR PERFORMANCE OF UNDERACHIEVING DISADVANTAGED HIGH-SCHOOL YOUTH.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *COLLEGE PREPARATION, *DISADVANTAGED YOUTH, *ENRICHMENT PROGRAMS, *GRADE 10, *UNDERACHIEVERS, ACADEMIC ACHIEVEMENT, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, ATTENDANCE RECORDS, COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM, COLUMBIA UNIVERSITY, COMPARATIVE ANALYSIS, DROPOUT RATE, EXPERIMENTAL PROGRAMS, INDIVIDUAL INSTRUCTION, NEW YORK CITY, PROGRAM EVALUATION, REMEDIAL INSTRUCTION, RESIDENTIAL PROGRAMS, SUMMER PROGRAMS, TEST RESULTS, UPWARD BOUND PROJECT.

A NEW YORK CITY PROGRAM TO IDENTIFY DISADVANTAGED YOUTH WITH UNDISCOVERED COLLEGE POTENTIAL AT THE END OF NINTH GRADE, TO IMPROVE THEIR MOTIVATION AND ACHIEVEMENT IN SCHOOL WORK, TO DEVELOP THEIR EXPECTATIONS FOR COLLEGE ENTRANCE, AND TO IMPROVE THEIR CHANCES FOR SUCCESS IN COLLEGE, IS DESCRIBED. DURING THE SPRING OF 1965, 579 DISADVANTAGED BOYS AND GIRLS WERE SELECTED ON THE BASIS OF EARLIER SCHOOL PERFORMANCE, SEVERE SOCIOECONOMIC HANDICAPS, STANDARDIZED TEST PERFORMANCE, AND COUNSELOR AND TEACHER RECOMMENDATIONS. AN EXPERIMENTAL GROUP OF 145 STUDENTS RANDOMLY CHOSEN FROM THE GROUP WAS GIVEN A SPECIAL 8-WEEK, IN-RESIDENCE SUMMER PROGRAM ON THE COLUMBIA UNIVERSITY CAMPUS—AN UPWARD BOUND PILOT PROJECT DESIGNED TO OVERCOME EDUCATIONAL DEFICIENCIES, DEVELOP IMPROVED ATTITUDES TOWARD LEARNING, AND DEVELOP MORE EFFECTIVE STUDY HABITS. THIS

WAS FOLLOWED BY A SPECIAL SCHOOL-YEAR PROGRAM GIVEN IN FIVE HIGH SCHOOL DEVELOPMENT CENTERS, INCLUDING TUTORIAL SERVICES, CURRICULUM GUIDANCE, A CULTURAL PROGRAM, REMEDIAL WORK, BLOCK-TIME CLASSES, AND INDIVIDUALIZED INSTRUCTION. THE CONTROL GROUP OF 424 STUDENTS WAS EXPOSED ONLY TO THE SPECIAL SCHOOL-YEAR PROGRAM. AT THE END OF THE SCHOOL YEAR, THE TWO GROUPS WERE COMPARED FOR GRADES, REGENTS EXAMINATION SCORES, ATTENDANCE, AND DROPOUTS. THE EXPERIMENTAL GROUP SHOWED A SLIGHT ADVANTAGE. FURTHER RESULTS AND RECOMMENDATIONS ARE GIVEN. TABLES AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW YORK CITY, FEBRUARY 18, 1967). (LS)

ED 012 678

RE 000 164

WEPMAN, JOSEPH M.

THE MODALITY CONCEPT—INCLUDING A STATEMENT OF THE PERCEPTUAL AND CONCEPTUAL LEVELS OF LEARNING.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.90 20P.

DESCRIPTORS *AURALLY HANDICAPPED, *CONCEPTUAL SCHEMES, *LEARNING THEORIES, *PERCEPTUALLY HANDICAPPED, *VISUALLY HANDICAPPED, INTERNATIONAL READING ASSOCIATION, LEARNING PROCESSES, MODELS, PERCEPTUAL DEVELOPMENT, READING DIFFICULTY, READING PROCESSES, SEATTLE, UNDERACHIEVERS, WEPMAN AUDITORY DISCRIMINATION TEST.

THE DIFFERENCES AMONG CHILDREN IN THEIR USE OF SPECIFIC MODALITIES FOR LEARNING AND THE NECESSARY ESTABLISHMENT OF PERCEPTUAL BASES FOR CONCEPTUAL LEARNING ARE DISCUSSED. A MODEL IS PRESENTED WHICH EMPHASIZES THE MODALITY-BOUND NATURE OF INPUT AND OUTPUT, AND ELABORATES THE HIERARCHICAL BUT INTERRELATED NATURE OF THE MATURATION AND DEVELOPMENT OF THE NEURAL SYSTEM. THE IMPORTANCE OF THE DISTINCTION OF MODALITY LEARNING LIES IN THE DIRECTION FOR ASSISTING UNDERACHIEVERS. THE EFFECT UPON READING ACHIEVEMENT IS DISCUSSED. REFERENCES ARE INCLUDED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE INTERNATIONAL READING ASSOCIATION ANNUAL CONVENTION (12TH, SEATTLE, MAY 4-6, 1967). (BK)

ED 012 679

RE 000 184

BATEMAN, BARBARA
READING—A CONTROVERSIAL VIEW. RESEARCH AND RATIONALE. OREGON UNIV. EUGENE

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *AURAL LEARNING, *COMPARATIVE ANALYSIS, *GRADE 1, *READING RESEARCH, *VISUAL LEARNING, BEGINNING READING, DETROIT GENERAL INTELLIGENCE SCALE, EUGENE, HIGHLAND PARK, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, METROPOLITAN READING READINESS TEST, PHONICS, PSYCHOLINGUISTICS, READING ACHIEVEMENT, READING COMPREHENSION, READING MATERIALS, READING PROCESSES, SPELLING, TEACHING METHODS,

THE VIEW THAT READING IS A ROTE, AUTOMATIC, CONDITIONED, NONMEANINGFUL PROCESS WHICH PRECEDES (THUS IS SEPARABLE FROM) COMPREHENSION IS CORROBORATED IN A TWO-PART INVESTIGATION. IN PART I, EVIDENCE IS PRESENTED TO SUPPORT THE POSITION THAT READING IS A NONMEANINGFUL PROCESS. IN PART II, A STUDY OF THE EFFICACY OF AN AUDITORY APPROACH TO FIRST-GRADE READING COMPARED TO A VISUAL APPROACH IS REPORTED. EIGHT ABOVE-AVERAGE KINDERGARTEN CLASSES IN THE HIGHLAND PARK, ILLINOIS, SCHOOL SYSTEM WERE GIVEN THE DETROIT GROUP INTELLIGENCE SCALE AND THE METROPOLITAN READING READINESS TEST. FOUR OF THE CLASSES WERE ASSIGNED TO HETEROGENEOUS CLASSES TAUGHT BY EITHER THE AUDITORY (LIPPINCOTT'S SERIES) OR THE VISUAL (SCOTT-FORESMAN SERIES) METHOD. THE OTHER STUDENTS WERE LABELED AUDITORY OR VISUAL SUBJECTS ON THE BASIS OF SCORES ON THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES AND WERE PLACED IN FOUR TREATMENT CLASSES. AT THE END OF THE FIRST GRADE, THE GATES PRIMARY WORD RECOGNITION AND PARAGRAPH READING TESTS AND A SPELLING TEST WERE ADMINISTERED TO ALL CLASSES. RESULTS WERE COMPARED FOR (1) AUDITORY AND VISUAL METHODS IN THE NONPLACEMENT CLASSES, (2) AUDITORY AND VISUAL METHODS WITH AUDITORY AND VISUAL SUBJECTS, AND (3) GOOD AND POOR READERS FROM PLACEMENT CLASSES. THE AUDITORY METHOD WAS FOUND TO BE VASTLY SUPERIOR TO THE VISUAL METHOD FOR BOTH READING AND SPELLING. TABLES, PROFILES, AND REFERENCES ARE INCLUDED. THIS PAPER WAS PUBLISHED AS A "CURRICULUM BULLETIN," VOLUME 23, NUMBER 278, MAY 1967, AND IS ALSO AVAILABLE FROM THE SCHOOL OF EDUCATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$0.60. (LS)

ED 012 680

RE 000 185

FRY, EDWARD

PROGRAMMED INSTRUCTION AND AUTOMATION IN BEGINNING READING.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.16 29P.

DESCRIPTORS *BEGINNING READING, *PROGRAMED INSTRUCTION, *READING RESEARCH, AUDIOVISUAL PROGRAMS, COMPUTER ASSISTED INSTRUCTION, INSTRUMENTATION, INTERNATIONAL READING ASSOCIATION, PROGRAMED TEXTS, PROGRAMED TUTORING, RESEARCH REVIEWS (PUBLICATIONS), SEATTLE.

A REVIEW OF RECENT INVESTIGATIONS INTO THE EFFECTIVENESS OF PROGRAMED INSTRUCTION IN READING AND A CONSIDERATION OF TEACHER AND STUDENT ATTITUDES TOWARD THIS METHOD OF INSTRUCTION ARE PRESENTED. THE VARIOUS APPROACHES TO PROGRAMED INSTRUCTION DESCRIBED INCLUDE THE BUCHANAN PROGRAM READING SERIES, THE TALKING TYPEWRITER, TEACHING MACHINES (PHONICS OR WHOLE WORD APPROACH), PROGRAMED TUTORING (INCLUDING BOTH A TEACHER AND A MACHINE), COMPUTER-ASSISTED INSTRUCTION, TAPES WHICH TEACH READING SKILLS RANGING FROM READINESS TO THIRD GRADE, AND THE "AUD-X," A DEVICE WHICH DISPLAYS WORDS AS WELL AS READS THEM TO THE

CHILD. EVIDENCE SHOWS THAT PROGRAMED INSTRUCTION, ALONG WITH COMPUTER-ASSISTED INSTRUCTION AND TALKING TYPEWRITERS, CAN TEACH BEGINNING READING, BUT THERE IS NO PROOF THAT THEY CAN TEACH READING ANY BETTER THAN REGULAR CLASSROOM TEACHING OR HUMAN TUTORING. IN THE ONLY WELL CONTROLLED STUDY, THAT MADE BY ROBERT RUDELL AT THE UNIVERSITY OF CALIFORNIA, PROGRAMED LEARNING AND BASAL TEXTS CAME OUT EVEN. TABLES AND A BIBLIOGRAPHY ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION ANNUAL CONVENTION (12TH, SEATTLE, MAY 4-5, 1967). (RH)

ED 012 681 RE 000 194

CLELAND, DONALD L.
THE NATURE OF COMPREHENSION.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *CONCEPT FORMATION, *CONCEPTUAL SCHEMES, *MODELS, *READING COMPREHENSION, INTELLECTUAL DEVELOPMENT, MENTAL DEVELOPMENT, PERCEPTION, PITTSBURGH,

THE NATURE OF COMPREHENSION IS DEFINED AND CLARIFIED. THE LITERATURE IS SURVEYED TO SHOW THAT THE DEVELOPMENT OF CONCEPTS IS IMPORTANT IN INTELLECTUAL ACTIVITIES. IT IS POINTED OUT THAT CONCEPTS ARE BUILT FROM PERCEPTS, IMAGES, SENSATION, AND MEMORIES, AND THAT THE STEPS WHICH ARE EMPLOYED AS CONCEPTS ARE BUILT AND REFINED AND INCLUDE PERCEIVING, ABSTRACTING, AND FORMING GENERALIZATIONS. A MODEL INCLUDING PERCEPTION, APPERCEPTION, ABSTRACTION, APPRAISAL, IDEATION, AND APPLICATION IS PRESENTED TO EXPLAIN THE INTELLECTUAL PROCESSES. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE AND COURSE ON READING (22D, UNIVERSITY OF PITTSBURGH, JULY 5-15, 1966), AND PUBLISHED IN A REPORT OF THAT MEETING, "PROGRESS AND PROMISE IN READING INSTRUCTION," BY THE SCHOOL OF EDUCATION, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PENNSYLVANIA 15213. (BK)

ED 012 682 RE 000 195

LAFFEY, JAMES L.
BEHAVIORAL RESEARCH THAT HAS PROMISE IN THE TEACHING OF READING.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *BEHAVIORAL SCIENCE RESEARCH, *INTERDISCIPLINARY APPROACH, *READING INSTRUCTION, *READING SKILLS, *RESEARCH REVIEWS (PUBLICATIONS), ERIC STAFF MEMBER, EYE MOVEMENTS, INNER SPEECH (SUBVOCAL), MEDICAL RESEARCH, NEUROLOGY, OPERANT CONDITIONING, PAIRED ASSOCIATE LEARNING, PITTSBURGH, READING ACHIEVEMENT, READING COMPREHENSION.

DATA FROM FIVE AREAS OF BEHAVIORAL RESEARCH WHICH HAVE RELEVANCE TO THE TEACHING OF READING ARE REVIEWED IN AN EFFORT TO INDICATE HOW THIS RELATIVELY NEW TYPE OF RESEARCH (1) APPLIES BASIC SCIENTIFIC TECHNIQUES TO PRACTICAL

LEARNING SITUATIONS, (2) HELPS BRIDGE THE GAP BETWEEN LEARNING THEORY AND PRACTICAL APPLICATIONS, (3) REPRESENTS AN INTERDISCIPLINARY ATTACK ON EDUCATIONAL PROBLEMS, AND (4) ENCOMPASSES THE ESSENTIAL TASK OF EDUCATORS, BEHAVIORAL CHANGE. THE FINDINGS FROM 21 RESEARCH STUDIES AND THEIR IMPLICATIONS FOR READING ARE REPORTED FOR THE FOLLOWING TOPICS--(1) ELECTROMYOGRAPHIC STUDIES OF SUBVOCAL MECHANISM AND MENTAL OR BRAIN NEURAL ACTIVITY WHICH IS NOT VISIBLE TO THE NAKED EYE (EMPHASIS ON SILENT SPEECH AND NEURAL RESPONSE), (2) THE APPLICATION OF OPERANT CONDITIONING AND REINFORCEMENT PRINCIPLES TO THE READING BEHAVIORS OF INDIVIDUALS, (3) THE BEHAVIOR OF THE EYES DURING READING, (4) PAIRED-ASSOCIATE LEARNING SITUATIONS (VERBAL ASSOCIATIONS IN THE READING PROCESS), AND (5) THE EFFECT OF DRUGS ON MENTAL BEHAVIORS, AND READING AND RELATED BEHAVIORS. A BRIEF HISTORY OF THE DEVELOPMENT OF BEHAVIORISM AND NEOBEHAVIORISM IS GIVEN. REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE AND COURSE ON READING (22D, UNIVERSITY OF PITTSBURGH, JULY 5-15, 1966), AND PUBLISHED IN A REPORT OF THAT MEETING, "PROGRESS AND PROMISE IN READING INSTRUCTION," BY THE SCHOOL OF EDUCATION, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PENNSYLVANIA 15213. (LS)

ED 012 683 RE 000 197

SARTAIN, HARRY W.
APPLICATIONS OF RESEARCH TO THE PROBLEM OF INSTRUCTIONAL FLEXIBILITY.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.80 20P.

DESCRIPTORS *CLASS ORGANIZATION, *GROUPING (INSTRUCTIONAL PURPOSES), *GROUPING PROCEDURES, *READING INSTRUCTION, EVALUATION TECHNIQUES, FLEXIBLE SCHEDULING, INDIVIDUAL DIFFERENCES, NONGRADED SYSTEM, PITTSBURGH, TEAM TEACHING,

SELECTED RESEARCH ON THE PROBLEM OF INSTRUCTIONAL FLEXIBILITY IS SURVEYED AND DISCUSSED. BROAD TOPICS OF DISCUSSION ARE DEPARTMENTALIZATION, HOMOGENEOUS SECTIONING, INTERCLASS ABILITY SECTIONING, THE EXTENT OF VARIABILITY IN READING DEVELOPMENT, AND PRACTICES THAT MAY INCREASE FLEXIBILITY. AMONG THOSE PRACTICES TO INCREASE FLEXIBILITY ARE TEAM TEACHING, NONGRADED, MULTIAGE SECTIONING, AND THE CONTINUOUS PROGRESS PLAN. CRITERIA FOR EVALUATING ORGANIZATIONAL PATTERNS ARE LISTED. IT IS POINTED OUT THAT SCHOOL ORGANIZATION PLANS FREE TEACHERS TO PROVIDE ADEQUATELY FOR DIFFERENCES. A BIBLIOGRAPHY IS INCLUDED. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE AND COURSE ON READING (22D, UNIVERSITY OF PITTSBURGH, JULY 5-15, 1966), AND PUBLISHED IN A REPORT OF THAT MEETING, "PROGRESS AND PROMISE IN READING INSTRUCTION," BY THE SCHOOL OF EDUCATION, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PENNSYLVANIA 15213. (BK)

ED 012 684 RE 000 198

VILSCEK, ELAINE
PROGRAMS FOR THE PRE-SCHOOL CHILD.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *EARLY EXPERIENCE, *LANGUAGE DEVELOPMENT, *PRESCHOOL CURRICULUM, *PRESCHOOL LEARNING, *PRESCHOOL PROGRAMS, DENVER PROGRAM, ENVIRONMENTAL INFLUENCES, GROUP ACTIVITIES, HEADSTART PROJECT, INDIVIDUAL STUDY, LANGUAGE INSTRUCTION, LANGUAGE SKILLS, MONTESSORI APPROACH, O.K. MOORE, PITTSBURGH, PRESCHOOL TEACHERS,

THREE ASPECTS OF PROGRAMS AND PROCEDURES FOR THE PRESCHOOL CHILD ARE DISCUSSED--GROWTH IN COMMUNICATING, OPERATIONAL PRESCHOOL PROGRAMS, AND SOME SPECIFIC EXPERIENCES TEACHERS CAN PROVIDE. THE EFFECTS OF SOCIAL SETTING, ENVIRONMENT, AND ADULT EXAMPLE ON GROWTH IN COMMUNICATION ARE DESCRIBED. OPERATIONAL PRESCHOOL PROGRAMS--THE DENVER PROGRAM, MONTESSORI APPROACH, RESPONSIVE ENVIRONMENT TECHNIQUES PROJECT, AND OPERATION HEADSTART--ARE OUTLINED BRIEFLY. THE EXPERIENCES PRESCHOOL TEACHERS CAN PROVIDE ARE CATEGORIZED AS FREE-PLAY ACTIVITY, STRUCTURED GROUP EXPERIENCES, INDEPENDENT-DIRECTED ACTIVITIES, AND TEACHER-CHILD LANGUAGE EXPERIENCES. REFERENCES ARE CLUED. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE AND COURSE ON READING (22D, UNIVERSITY OF PITTSBURGH, JULY 5-15, 1966), AND PUBLISHED IN A REPORT OF THAT MEETING, "PROGRESS AND PROMISE IN READING INSTRUCTION," BY THE SCHOOL OF EDUCATION, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PENNSYLVANIA 15213. (BK)

ED 012 685 RE 000 202

RAMSEY, WALLACE BOERCKER, MAR-GUERITE

THE INFLUENCE OF A HEAD START PROGRAM ON READING ACHIEVEMENT.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *GRADE 1, *PRESCHOOL EDUCATION, *PROGRAM EVALUATION, *READING ACHIEVEMENT, COMPARATIVE ANALYSIS, HEADSTART PROJECT, INTERNATIONAL READING ASSOCIATION, LANGUAGE EXPERIENCE APPROACH, NONSTANDARD DIALECTS, PHONICS, PREREADING EXPERIENCE, READING READINESS, SCOTT COUNTY, SEATTLE, TEACHING METHODS,

A STUDY OF THE EFFECTS OF ATTENDING AN 8-WEEK HEADSTART PROGRAM DURING THE SUMMER PRIOR TO THE FIRST GRADE ON THE FIRST-GRADE READING ACHIEVEMENT OF 162 PUPILS IN SCOTT COUNTY, KENTUCKY, INDICATED A NEED FOR A CLASSROOM CONTINUATION OF THE EXPERIENCE APPROACH IN READING METHODS. AT THE OPENING OF THE SCHOOL YEAR, THE HEADSTART PUPILS WERE MIXED IN 15 FIRST-GRADE ROOMS. SOME TEACHERS USED A SYNTHETIC, AND SOME AN ANALYTIC, APPROACH TO READING. THE METROPOLITAN READINESS TEST WAS GIVEN IN OCTOBER, THE CALIFORNIA TEST OF MENTAL ABILITY IN DECEMBER.

BER, AND THE STANFORD ACHIEVEMENT TEST IN MAY. OCCUPATIONS OF PARENTS WERE CATEGORIZED BY USE OF THE SOCIOECONOMIC SCALE OF OCCUPATIONS DEvised BY A.M. EDWARDS. A STRAIGHT AND UNEQUATED COMPARISON OF THE READING SCORES OF THE TWO GROUPS REVEALED NO SIGNIFICANT DIFFERENCE IN ACHIEVEMENT. EVIDENTLY, THE HEADSTART PROGRAM ACHIEVED SUCCESS IN PREPARING CHILDREN FOR ACADEMIC LEARNING. SOME RADICAL APPROACH TO TEACHING READING TO CHILDREN WHOSE NORMAL DIALECT IS NONSTANDARD ENGLISH IS NEEDED. SUBSTANTIAL FURTHER EXPERIMENTATION AND STUDY ARE NECESSARY FOR HEADSTART TO ACHIEVE ITS FULL PROMISE. CORRELATIONS ON FIVE VARIABLES SUBSTANTIATE THE STUDY. A SUMMARY OF FINDINGS IS INCLUDED AND REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION ANNUAL CONVENTION (12TH, SEATTLE, MAY 4-6, 1967). (BK)

ED 012 686 24 RE 000 311

SPENCER, DORIS U. MOQUIN, L. DORIS
INDIVIDUALIZED READING VERSUS A BASAL READER PROGRAM IN RURAL COMMUNITIES, A SECOND YEAR-GRADES ONE AND TWO.

JOHNSON STATE COLL., VT.
REPORT NUMBER CRP-3179
EDRS PRICE MF-\$0.50 HC-\$4.20 105P.

DESCRIPTORS *GRADE 1, *GRADE 2, *INDIVIDUALIZED PROGRAMS, *METHODS RESEARCH, *READING RESEARCH, BASIC READING, JOHNSON, PHONICS, PRESCHOOL EDUCATION, READING ACHIEVEMENT, READING DEVELOPMENT, READING INSTRUCTION, READING PROGRAMS, READING SKILLS, SEX DIFFERENCES, SPEECH TO PRINT PHONICS.

THE EFFECTIVENESS OF THE INDIVIDUALIZED READING PROGRAM OF CO-OPERATIVE RESEARCH PROJECT-2673 WAS EVALUATED. THE STUDY REPEATED THE PROGRAM IN MANY OF THE ORIGINAL CLASSES AND EXTENDED THE METHOD TO NEW FIRST-GRADE CLASSES. THE ACHIEVEMENT OF THESE CLASSES WAS COMPARED WITH THAT OF FIRST GRADES TAUGHT BY THE BASAL READER METHOD. THE STUDY CONTINUED THE INDIVIDUALIZED METHOD THROUGH SECOND GRADE FOR THOSE PUPILS WHO HAD RECEIVED INSTRUCTION BY THIS METHOD IN THE FIRST-GRADE STUDY. THE ACHIEVEMENT OF THESE CLASSES WAS COMPARED WITH THAT OF SECOND-GRADE CLASSES TAUGHT BY THE BASAL READER PROGRAM. NEW TEACHERS ATTENDED A PRESCHOOL WORKSHOP. FOR THE TEST PERIOD OF 140 DAYS, THE INDIVIDUALIZED PROGRAM USED THE SPEECH-TO-PRINT-PHONICS PROGRAM WHILE THE BASAL PROGRAM UTILIZED THE SCOTT-FORESMAN SERIES. PRE-, MEDIAL-, AND POST-TESTS WERE ADMINISTERED TO THE FIRST AND SECOND GRADERS. A MULTIVARIATE ANALYSIS OF COVARIANCE WAS USED TO ANALYZE THE DATA. FIRST GRADERS WITH PRESCHOOL EXPERIENCE PREFORMED BETTER THAN THOSE WITH NO PRESCHOOL EXPERIENCE IN READINESS SKILLS. THE PREINSTRUCTIONAL ACHIEVEMENT OF THE INDIVIDUALIZED SECOND-GRADE CLASSES WAS SUPERIOR TO THAT OF THE BASAL CLASSES. SEX DIFFERENCES WERE FOUND ON SOME OF POST-TEST MEASURES. THE INDIVIDUALIZED SE-

COND-GRADE GROUPS SCORED SIGNIFICANTLY HIGHER ON ALL POST-TEST MEASURES, EXCEPT ON TWO ARITHMETIC TESTS. ADDITIONAL RESULTS, CONCLUSIONS, AND REFERENCES ARE INCLUDED. (BK)

ED 012 687 24 RE 000 312

VILSCEK, ELAINE C. CLELAND, DO.
NALD L.

COMPARISON OF THE BASAL AND THE COORDINATED LANGUAGE EXPERIENCE APPROACHES IN FIRST GRADE READING INSTRUCTION.

PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

REPORT NUMBER CRP-2729
PUB DATE 64

EDRS PRICE MF-\$1.00 HC-\$9.56 239P.

DESCRIPTORS *GRADE 1, *LANGUAGE ARTS, *LANGUAGE EXPERIENCE APPROACH, *READING INSTRUCTION, *READING RESEARCH, BASIC READING, INSERVICE TEACHER EDUCATION, INTELLIGENCE DIFFERENCES, LANGUAGE DEVELOPMENT, LANGUAGE SKILLS, PITTSBURGH, READING SKILLS, SEX DIFFERENCES, SOCIOECONOMIC STATUS.

THE EFFECTS OF TWO INSTRUCTIONAL APPROACHES, THE COORDINATED, BASAL LANGUAGE ARTS APPROACH AND THE INTEGRATED EXPERIENCE APPROACH TO COMMUNICATION, ON PUPILS' LANGUAGE DEVELOPMENT WERE EXAMINED. APPROXIMATELY 600 FIRST-GRADE STUDENTS WERE ASSIGNED RANDOMLY TO THE TWO APPROACHES. APPROXIMATELY 500 PUPILS COMPRISED THE FINAL, TOTAL PUPIL POPULATION AT THE CLOSE OF THE SCHOOL TERM. READINESS, INTELLIGENCE, AND ACHIEVEMENT TESTS WERE ADMINISTERED. ADDITIONAL INFORMATION CONCERNING THE TEACHERS, PUPILS, SCHOOL, AND COMMUNITY WAS SECURED. INSERVICE MEETINGS WERE SCHEDULED FOR ALL 24 PARTICIPATING FIRST-GRADE TEACHERS. DATA WERE ANALYZED BY MULTIVARIATE AND UNIVARIATE ANALYSIS OF VARIANCE. PUPILS IN THE INTEGRATED EXPERIENCE APPROACH HAD HIGHER MEAN SCORES ON THE WORD MEANING, PARAGRAPH MEANING, VOCABULARY, AND WORD STUDY SECTIONS OF THE STANFORD ACHIEVEMENT TEST. PUPILS IN THE HIGHER SOCIOECONOMIC LEVEL HAD HIGHER MEAN SCORES THAN THOSE IN THE LOWER AND MIDDLE SOCIOECONOMIC LEVELS. GIRLS HAD HIGHER MEAN SCORES THAN BOYS ON THE WORD MEANING, PARAGRAPH MEANING, SPELLING, AND WORD STUDY SECTIONS OF THE STANFORD ACHIEVEMENT TEST. DIFFERENCES WERE EVIDENT BETWEEN PUPILS AT MENTAL AGE LEVELS ON ALL SUBSECTIONS OF THE STANFORD TEST. ADDITIONAL RESULTS AND CONCLUSIONS, RECOMMENDATIONS, A BIBLIOGRAPHY, AND APPENDIXES ARE INCLUDED. (BK)

ED 012 688 RE 000 313

RODGERS, THEODORES.

LINGUISTIC CONSIDERATIONS IN THE DESIGN OF THE STANFORD COMPUTER-BASED CURRICULUM IN INITIAL READING.

STANFORD UNIV., CALIF., INST. MATH. STUDIES SOC.SCI.

REPORT NUMBER PS-TR-111

PUB DATE 01 JUN 67

EDRS PRICE MF-\$0.50 HC-\$2.84 71P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *LINGUISTICS, *PRIMARY GRADES, *READING INSTRUCTION, *READING MATERIALS, INDIVIDUAL DIFFERENCES, PSYCHOLINGUISTICS, READING COMPREHENSION, READING SKILLS, SPEECH SKILLS, SPELLING, STANFORD VOCALIC CENTER GROUPS (VCG), WRITTEN LANGUAGE.

GRANT OEG-5-10-050

SOME VIEWS ON THE ROLE OF LINGUISTIC SCIENCE IN THE DESIGN OF READING MATERIALS AND THE TEACHING OF PRIMARY READING ARE CONTRASTED. FOUR AREAS OF LINGUISTIC STUDY RELEVANT TO READING ARE EXAMINED BRIEFLY--(1) THE STRUCTURE OF THE SPEECH SYSTEM, (2) THE STRUCTURE OF THE GRAPHIC SYSTEM, (3) THE RELATIONSHIP OF GRAPHOPHONY TO PHONOLOGY, AND (4) THE COMPARATIVE SYNTAX OF SPOKEN AND WRITTEN ENGLISH. SOME CLASSICAL ARGUMENTS AS TO THE RELATIONSHIP OF LINGUISTIC DESCRIPTION AND PSYCHOLOGICAL FUNCTION ARE REEXAMINED IN TERMS OF PROBLEMS IN DESIGN OF AN INITIAL READING CURRICULUM. THE ADAPTATION OF THE CURRICULUM TO THE INDIVIDUAL LEARNING CHARACTERISTICS OF THE STUDENT PARTICIPANTS WAS VIEWED AS A CENTRAL PROBLEM OF EDUCATION AND OF COMPUTER-ASSISTED INSTRUCTION (CAI) PARTICULARLY. THE STANFORD CURRICULUM IN CAI IN BEGINNING READING IS BASED ON THE FOLLOWING SEVEN PSYCHOLINGUISTIC TENETS--(1) TEACHING SPELLING AND READING INDEPENDENTLY, (2) INITIATING READING WITH A DECODING STAGE, (3) ASSOCIATING SIGHT TO SOUND BETWEEN LETTER PATTERNS AND VOCALIC CENTER GROUPS (VCG), (4) SCALING THE DIFFICULTY OF THE VCG UNITS FOR PRESENTATION, (5) PRESENTING GRAPHIC PATTERNS AS MEMBERS OF A RHYME AND ALLITERATION SET IN A MATIX FORMAT, (6) PRESENTING WORD ITEMS IN VARIOUS CONTEXTS, EMPHASIZING THE MORPHOLOGICAL, SYNTACTIC, AND SEMANTIC FUNCTIONS, AND (7) PRESENTING WORDS IN VARIOUS CONTEXTS IN WHICH PRONUNCIATION, GRAMMAR, AND MEANING CONVEY THE WRITER'S INTENT. THESE TENETS ARE DISCUSSED IN TERMS OF CONTEMPORARY PEDAGOGICAL OPINION, RELATED EMPIRICAL RESEARCH, EXPERIMENTAL INVESTIGATIONS BY THE STANFORD GROUP, AND PRACTICAL CONSEQUENCES IN CURRICULUM MATERIALS. A BIBLIOGRAPHY AND A TABLE ARE GIVEN. (BK)

ED 012 689 RE 000 314

DELLA-PIANA, GABRIEL AND OTHERS
THE INFLUENCE OF PARENTAL ATTITUDES AND CHILD-PARENT INTERACTION UPON REMEDIAL READING PROGRESS.

UTAH UNIV., SALT LAKE CITY

REPORT NUMBER CRP-S-266-1

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.56 114P.

DESCRIPTORS *PARENT ATTITUDES, *PARENT CHILD RELATIONSHIP, *READING ACHIEVEMENT, *READING RESEARCH, *VERBAL ABILITY, ELEMENTARY GRADES, ORAL READING, PARENT CONFERENCES, PARENT EDUCATION, PARENT WORKSHOPS, PARENTAL ATTITUDE RESEARCH INSTRUMENT, READING SKILLS, REMEDIAL READING, RETARDED READERS, SALT LAKE CITY, SILENT READING.

TWO PILOT STUDIES OF THE RELATIONSHIP BETWEEN PARENT CHARACTERISTICS AND THE READING ACHIEVEMENT OF THEIR CHILDREN ARE REPORTED. THE FIRST STUDY COMPARED THE BEHAVIOR OF MOTHERS OF HIGH AND LOW VERBAL GIRLS IN TWO SEMISTRUCTURED INTERACTION SITUATIONS. TEN HIGH VERBAL AND 10 LOW VERBAL GIRLS WERE SELECTED FOR STUDY ON THE BASIS OF SCORES ON THE GATES READING SURVEY AND ON THE LORGE-THORNDIKE INTELLIGENCE TEST. ONE-TAILED T TESTS WERE USED TO ANALYZE THE DATA. MOTHERS OF HIGH VERBAL GIRLS EXHIBITED MORE POSITIVE SCORES ON SOCIAL-EMOTIONAL REACTIONS AND TOTAL WARMTH. THE PURPOSES OF THE SECOND STUDY WERE TO SHOW THE EFFECT OF A PARENT TRAINING PROGRAM ON SILENT AND ORAL READING AND TO CORRELATE MOTHERS' ATTITUDES WITH SILENT AND ORAL READING. SUBJECTS WERE 13 EXPERIMENTAL AND 16 CONTROL STUDENTS IN GRADES 3 TO 6. PUPIL PRE- AND POST-MEASURES WERE THE CALIFORNIA TEST AND THE GILMORE ORAL READING TEST. THE PARENT MEASURE WAS THE PARENTAL ATTITUDE RESEARCH INSTRUMENT. FOURTEEN WEEKLY SESSIONS WERE HELD WITH EXPERIMENTAL PARENTS. MEAN SCORES, DIFFERENCE SCORES, AND T TESTS WERE USED TO ANALYZE THE DATA. THE TREATMENT HAD A GREATER EFFECT ON ORAL THAN ON SILENT READING. POSITIVE ATTITUDES TOWARD CHILD READING CORRELATED SIGNIFICANTLY WITH SILENT READING COMPREHENSION. A DESCRIPTION OF THE PARENT TRAINING PROGRAM, THREE APPENDIXES, AND A BIBLIOGRAPHY ARE INCLUDED. (BK)

ED 012 690 RE 000 315

REID, HALE C. AND OTHERS
PREVENTIVE MEASURES TO REDUCE READING RETARDATION IN THE PRIMARY GRADES.

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT, IOWA

REPORT NUMBER CRP-3157

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$10.12 253P.

DESCRIPTORS *GRADE 2, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL PROGRAMS, *METHODS RESEARCH, *READING RESEARCH, AMES, BASIC READING, CEDAR RAPIDS, READING ACHIEVEMENT, READING IMPROVEMENT, READING INSTRUCTION, REMEDIAL TEACHERS, RETARDED READERS,

COOPERATIVE RESEARCH PROJECT-2698 WAS EXTENDED TO THE SECOND-GRADE LEVEL IN ORDER TO DEVELOP AND MEASURE THE EFFECTS OF INDIVIDUAL OR SMALL-GROUP INSTRUCTION FOR LOW-SCORING SECOND GRADERS IN READING, OF LESSONS ADAPTED TO THE NEEDS OF THE LOW GROUP, AND OF INSERVICE TRAINING OF TEACHERS. SECOND GRADERS WHO RECEIVED TOTAL METROPOLITAN ACHIEVEMENT RAW SCORES OF 65 OR BELOW AND WHO HAD A LORGE-THORNDIKE INTELLIGENCE SCORE OF 80 OR HIGHER PARTICIPATED. DATA WERE COLLECTED ON 203 PUPILS. THREE METHODS WERE COMPARED. THESE WERE (1) A BASAL APPROACH USING BOTH TEXT AND MANUAL (BR), (2) BASAL APPROACH USING TEXT, MANUAL, AND INSERVICE TRAINING (BRIT), AND (3) BASAL APPROACH USING SPECIAL LESSONS, BASAL TEXT, AND INSERVICE

TRAINING (SBRIT). THE LATTER WAS SUBDIVIDED INTO TWO GROUPS. THE EXPERIMENTAL GROUP RECEIVED ADDITIONAL TRAINING FROM SPECIAL READING TEACHERS WHILE THE CONTROL GROUP DID NOT. THERE WERE 16 DEPENDENT VARIABLES. SUBJECTIVE DATA WERE OBTAINED FROM TEACHERS. STATISTICAL ANALYSES INCLUDED F AND T TESTS. THE SBRIT-E GROUP HAD HIGHER READING ACHIEVEMENT SCORES THAN ANY OTHER GROUP. NO METHOD WAS SIGNIFICANTLY SUPERIOR TO SBRIT-C GROUP. THE ACHIEVEMENT OF LOW PUPILS WHOSE TEACHERS HAD INSERVICE TRAINING WAS NOT SUPERIOR TO THAT OF PUPILS WHOSE TEACHERS DID NOT. OTHER RESULTS, CONCLUSIONS, A BIBLIOGRAPHY, AND FIVE APPENDIXES ARE INCLUDED. (BK)

ED 012 691 RE 000 316

GREEN, RONALD

READING PROGRAMS IN SECONDARY SCHOOLS. OCCASIONAL PAPERS IN READING, VOLUME I.

INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$1.08 27P.

DESCRIPTORS *HIGH SCHOOLS, *JUNIOR HIGH SCHOOLS, *READING INSTRUCTION, *READING PROGRAMS, *READING RESEARCH, BLOOMINGTON, CURRICULUM PLANNING, DEVELOPMENTAL READING, DROPOUT PREVENTION, SECONDARY EDUCATION,

A SAMPLING OF SECONDARY SCHOOL READING PROGRAMS DESCRIBED IN THE PROFESSIONAL LITERATURE IS REVIEWED. BOTH SENIOR AND JUNIOR HIGH SCHOOL PROGRAMS ARE INCLUDED. FIVE MAJOR QUESTIONS ARE CONSIDERED: (1) HOW DO SECONDARY READING PROGRAMS BEGIN, (2) WHAT STUDENTS ARE INCLUDED, (3) HOW SHOULD PROGRAMS BE SCHEDULED INTO THE CURRICULUM, (4) WHO IS RESPONSIBLE FOR SECONDARY READING INSTRUCTION, AND (5) WHAT ARE THE CHARACTERISTICS OF PRESENT PROGRAMS. IN THE ARTICLES REVIEWED, FOUR TYPES OF READING PROGRAMS WERE DESCRIBED. THE REMEDIAL PROGRAM WAS THE MOST COMMON. A BRIEF HISTORY OF THE MOVEMENT FOR SECONDARY SCHOOL READING PROGRAMS IS GIVEN. THE FUTURE IMPORTANCE OF THE REMEDIAL PROGRAM, ESPECIALLY IN RELATION TO THE DROPOUT PROBLEM, IS DISCUSSED. A 114-ITEM BIBLIOGRAPHY IS INCLUDED. (RH)

ED 012 692 RE 000 319

FAY, LEO C. SUMMERS, EDWARD G.

ERIC/CRIER INFORMATIONAL PUBLICATIONS. CUMULATIVE EDITION, 1966-67.

INDIANA UNIV., BLOOMINGTON, ERIC CH.

ON READING

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.96 24P.

DESCRIPTORS *CLEARINGHOUSES, *INFORMATION DISSEMINATION, *INFORMATION RETRIEVAL, *INFORMATION SYSTEMS, *READING RESEARCH, BLOOMINGTON, ERIC, INFORMATION PROCESSING, INFORMATION STORAGE, INTERNATIONAL READING ASSOCIATION, UNITED STATES OFFICE OF EDUCATION,

A CUMULATIVE EDITION, CONTAINING TWO "INFORMATION BRIEFS" AND THREE "NEWSLETTERS," OF THE 1ST YEAR'S PUBLICATIONS OF ERIC/CRIER IS

PRESENTED. THE EDUCATION RESOURCES INFORMATION CENTER/CLEARINGHOUSE ON THE RETRIEVAL OF INFORMATION AND EVALUATION IN READING IS A JOINT PROJECT BETWEEN THE INTERNATIONAL READING ASSOCIATION AND INDIANA UNIVERSITY IN COOPERATION WITH THE U.S. OFFICE OF EDUCATION (USOE). THE MAIN TOPICS DISCUSSED ARE THE ORGANIZATION AND GOALS OF ERIC/CRIER, THE NEW USOE PUBLICATION--"RESEARCH IN EDUCATION," THE CLEARINGHOUSES WHICH COMPRISE THE ERIC INFORMATION SYSTEM AND THE AREAS OF EDUCATION WITH WHICH THEY WORK, THE PROCEDURE FOR OBTAINING MICROFICHE AND HARD COPY REPRODUCTIONS OF DOCUMENTS IN THE ERIC COLLECTION, AND THE AVAILABILITY OF MICROFICHE READERS. OF SPECIAL INTEREST IS "INFORMATION BRIEF NUMBER 1" WHICH INVITES READERS TO AID IN THE ACQUISITION OF SIGNIFICANT MATERIALS ON READING, BOTH PUBLISHED AND UNPUBLISHED. INFORMATION ON THE TYPES OF MATERIALS DESIRED AND DIRECTIONS FOR SUBMITTING THEM ARE GIVEN. (RH)

ED 012 693 RE 000 320

SUMMERS, EDWARD G.

RECENT DOCTORAL DISSERTATION RESEARCH IN READING. ERIC/CRIER READING REVIEW SERIES, VOLUME 1. BIBLIOGRAPHY 2.

INDIANA UNIV., BLOOMINGTON, ERIC CH.

ON READING

PUB DATE SEP 67

EDRS PRICE MF-\$1.00 HC-\$5.54 221P.

DESCRIPTORS *ABSTRACT BIBLIOGRAPHIES, *BIBLIOGRAPHIES, *DOCTORAL DISSERTATIONS, *READING RESEARCH, ADULT PROGRAMS, BLOOMINGTON, COLLEGES, ELEMENTARY SCHOOLS, PRESCHOOL PROGRAMS, SECONDARY SCHOOLS,

A LISTING OF DISSERTATIONS COMPLETED IN COLLEGES AND UNIVERSITIES SINCE 1960 IN THE AREAS OF PRESCHOOL, ELEMENTARY, SECONDARY, COLLEGE, AND ADULT READING IS REPORTED. RELEVANT ISSUES OF "DISSERTATION ABSTRACTS" WERE REVIEWED, AND DISSERTATIONS ON READING WERE NOTED. A COMPREHENSIVE, ANALYTICAL ABSTRACT WAS PREPARED BY PROFESSIONALS IN READING WHO WORKED FROM THE SUMMARY REPORTED FOR EACH DISSERTATION. IN MANY INSTANCES, THE DISSERTATION ITSELF WAS REVIEWED IN PREPARING THE ABSTRACT. AS MUCH AS POSSIBLE OF THE PROCEDURES, DESIGN, AND CONCLUSIONS OF EACH INVESTIGATION WAS INCLUDED IN THE ABSTRACT. EACH ENTRY INCLUDES COMPLETE BIBLIOGRAPHIC DATA. THREE HUNDRED AND SEVENTY-NINE THESES ARE LISTED ALPHABETICALLY BY THE AUTHOR'S LAST NAME. COPIES OF ANY DISSERTATION LISTED IN THE BIBLIOGRAPHY CAN BE ORDERED FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN, IN POSITIVE MICROFILM OR BOUND XEROGRAPHIC FORM. COMPLETE INFORMATION FOR ORDERING COPIES IS INCLUDED WITH EACH ENTRY. (BK)

ED 012 694 SP 000 505

HAZARD, WILLIAM R.

THE TUTORIAL AND CLINICAL PROGRAM OF TEACHER EDUCATION.

NORTHWESTERN UNIV., EVANSTON, ILL.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PRESERVICE EDUCATION, *STUDENT TEACHING, *TEACHER EDUCATION, *TUTORIAL PROGRAMS, CLINICAL PROFESSORS, EVANSTON, NEW YORK CITY, PROGRAM EVALUATION, STUDENT EVALUATION, STUDENT TEACHER RELATIONSHIP, TEACHER EDUCATION CURRICULUM, TRANSFER OF TRAINING.

TO EXPLORE THE POTENTIAL OF A TEACHER EDUCATION PROGRAM FOR FRESHMEN EDUCATION MAJORS WHICH EMPHASIZES DIRECT TEACHING EXPERIENCE RATHER THAN THE LECTURE-DISCUSSION FORMAT, THIS EXPERIMENTAL PROGRAM WAS BEGUN IN 1964. ITS STUDENTS COMBINE A FULL ACADEMIC SCHEDULE WITH CLINICAL EXPERIENCES AS TEACHER AIDES, TUTORS, OBSERVERS, AND STUDENT TEACHERS. ACADEMICALLY, A GENERAL EDUCATION COURSE, CONSISTING OF 17 COURSES IN (1) READING, WRITING, AND SPEAKING, (2) NATURAL SCIENCE, (3) SOCIAL SCIENCE, (4) FINE ARTS, LITERATURE, AND MUSIC, (5) HISTORY, PHILOSOPHY, AND RELIGION, AND (6) PSYCHOLOGY FOR TEACHERS, IS REQUIRED. AN ADDITIONAL 12 TO 20 COUNSELS ARE REQUIRED IN EITHER AN ELEMENTARY OR SECONDARY SCHOOL TEACHING PROGRAM. IN SCHOOL, THE STUDENTS ARE SUPERVISED BY A TUTORIAL PROFESSOR (ONE FOR EACH 10 TO 12 STUDENTS) WHO TEACHES A SIX-COURSE, 4-YEAR, TUTORIAL PROGRAM AND HAS RESPONSIBILITY FOR THE STUDENT'S TOTAL PROGRAM. SIX CLINICAL PROFESSORS FROM COOPERATING SCHOOL SYSTEMS, IN CONSTANT COMMUNICATION WITH THE TUTORIAL PROFESSORS, WORK WITH THE STUDENTS DURING THEIR ACTUAL TEACHING EXPERIENCES. THEY (1) CRITICIZE AND EVALUATE THE STUDENT'S PERFORMANCE, (2) HELP HIM APPLY HIS CLASSROOM KNOWLEDGE TO ACTUAL TEACHING, AND (3) ATTEMPT, ON A COLLEAGUE TO COLLEAGUE BASIS, TO LEAD HIM TO SOLUTIONS TO ANY PROBLEMS HE MAY HAVE. THE PROGRAM IS CONSTANTLY EVALUATED BY THE PROFESSORS INVOLVED AND BY A CONTINUING RESEARCH PROGRAM. THIS DOCUMENT WAS PUBLISHED BY NORTHWESTERN UNIVERSITY PRESS, 1840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201, 85 PAGES. (AW)

ED 012 695 SP 000 965

AMIDON, EDMUND SIMON, ANITA
IMPLICATIONS FOR TEACHER EDUCATION
OF INTERACTION ANALYSIS RESEARCH IN
STUDENT TEACHING.

PUB DATE FEB 65

EDRS PRICE MF-00.25 HC-00.56 14P.

DESCRIPTORS *INTERACTION PROCESS ANALYSIS, *METHODS COURSES, *TEACHER EVALUATION, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, CLASSROOM TECHNIQUES, FEEDBACK, QUESTIONNAIRES, STUDENT TEACHING, TEACHER SUPERVISION, TEMPLE UNIVERSITY, VERBAL COMMUNICATION.

TO DETERMINE THE EXTENT OF USE OF INTERACTION ANALYSIS, MORE THAN 400 QUESTIONNAIRES WERE SENT TO PROFESSIONAL EDUCATORS. OF 186 RETURNS (46 PERCENT), 85 WERE UNANSWERED BECAUSE OF UNFAMILIARITY WITH THE METHOD. OF THE REMAINING 101, 69 COLLEGE TEACHERS, PRINCIPALS, SUPERVISORS, AND ELEMENTARY AND SECOND-

ARY TEACHERS STATED THAT THEY HAD HAD LIMITED EXPERIENCE WITH IT, 18 COLLEGE FACULTY MEMBERS SAID THEY WERE USING THE TECHNIQUE IN PROGRAMS WITH STUDENT TEACHERS, EIGHT RESPONDENTS WERE USING IT TO DO RESEARCH ON TEACHING, AND SIX WERE USING IT BOTH FOR TRAINING STUDENT TEACHERS AND FOR RESEARCH ON TEACHING BEHAVIOR. RESPONDENTS CITED STRENGTHS AND WEAKNESSES OF THE SYSTEM WITH REGARD TO THE TRAINING OF OBSERVERS, THE ADEQUACY OF THE CATEGORIES USED, AND THE REACTIONS OF THOSE LEARNING THE SYSTEM. MAJOR WEAKNESSES WERE FELT TO BE THE USE OF A NUMBER TO REPRESENT A TEACHING BEHAVIOR, AND THE (TO SOME) THREATENING PROSPECT OF HAVING TO ANALYZE ONE'S OWN TEACHING BEHAVIOR. MAJOR STRENGTHS WERE ADDED INSIGHTS AND THE OPERATIONALIZING OF METHODS AND THEORY. SOME OF THE AUTHORS' EXPERIENCES AT TEMPLE UNIVERSITY ARE PRESENTED WITH EMPHASIS ON STUDENTS' MORE FAVORABLE REACTION TO INTERACTION ANALYSIS THAN TO A LEARNING THEORY COURSE. GUIDELINES FOR USING INTERACTION ANALYSIS ARE PRESENTED, AND SOME OF THE SCHOOLS USING THE TECHNIQUE ARE NAMED. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, FEBRUARY 1966). (LC)

ED 012 696

SP 000 977

AMIDON, EDMUND BLUMBERG,
ARTHUR

PRINCIPAL AND TEACHER PERCEPTIONS
OF SCHOOL FACULTY MEETINGS.

CHICAGO UNIV., ILL., MIDWEST ADMINISTRATION

PUB DATE NOV 66

EDRS PRICE MF-00.25 HC-00.24 6P.

DESCRIPTORS *ADMINISTRATOR ATTITUDES, *STAFF MEETINGS, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHER ATTITUDES, CHICAGO, EVALUATION, ORGANIZATION, QUESTIONNAIRES, RESPONSIBILITY, STATISTICAL ANALYSIS, TABLES (DATA).

THE EFFECTS OF FACULTY MEETINGS ON TEACHER MORALE WERE INVESTIGATED VIA A SIX-ITEM QUESTIONNAIRE RESPONDED TO BY 40 ELEMENTARY AND 49 SECONDARY SCHOOL TEACHERS ENROLLED IN GROUP DYNAMICS WORK AT ONE UNIVERSITY AND BY 74 ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS SELECTED AT RANDOM FROM A STATE EDUCATIONAL DIRECTORY. RESPONSES WERE ON A NINE-STEP, NEGATIVE-TO-POSITIVE SCALE TO SUCH QUESTIONS AS (1) WHAT IS YOUR REACTION TO FACULTY MEETINGS, (2) DO YOU FEEL FREE TO EXPRESS YOURSELF, AND (3) WHAT DO YOU THINK OF OTHER FACULTY MEMBERS. TEACHERS' RESPONSES WERE MAINLY IN THE NEGATIVE TO NEUTRAL RANGE, WHILE PRINCIPALS' RESPONSES TENDED TO BE POSITIVE. DIFFERENCES BETWEEN THE RESPONSES OF TEACHERS AND OF PRINCIPALS WERE STATISTICALLY SIGNIFICANT. ALSO, ON FOUR OF THE SIX ITEMS, TEACHERS' RESPONSES WERE MORE VARIABLE, WHEREAS FOR PRINCIPALS, THERE WAS A "TYPICAL" REACTION. RESULTS WERE INTERPRETED AS SHOWING THAT TEACHERS WERE CONCERNED WITH THE CLASSROOM, BUT PRINCIPALS WITH THE ENTIRE SCHOOL.

THE LARGE GAP BETWEEN THE TWO GROUPS SUGGESTED THE NEED FOR MORE RESEARCH ON THE SCHOOL AS AN ORGANIZATIONAL ENTITY AND FOR DEVOTING INSERVICE TRAINING TO ORGANIZATIONAL DEVELOPMENT. THIS ARTICLE WAS PUBLISHED IN "ADMINISTRATORS NOTEBOOK," VOLUME 15, NUMBER 3, NOVEMBER 1966, AND IS ALSO AVAILABLE FROM MIDWEST ADMINISTRATION CENTER, 5835 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, FOR \$0.25. (RP)

ED 012 697

SP 000 984

MCLEOD JUNE ELY, MARGOT

A REPORT OF THE GREAT NECK-N.Y.U. PROJECT, JANUARY 31 TO MAY 27, 1966.

NEW YORK UNIV., N.Y., SCH. OF EDUCATION

EDRS PRICE MF-00.50 HC-02.48 62P.

DESCRIPTORS *CURRICULUM, *INNOVATION, *METHODS COURSES, *STUDENT TEACHING, *TEACHER EDUCATION, COOPERATION TEACHERS, FILMS, NEW YORK CITY, SCHOOL SCHEDULES, TEACHER SUPERVISION, VIDEO TAPE RECORDINGS.

TWENTY-FIVE JUNIOR EDUCATION MAJORS PARTICIPATED IN A ONE-SCHOOL PROJECT TO IDENTIFY, UTILIZE, AND EVALUATE NEW METHODS, MEDIA, AND TECHNIQUES OF TEACHER EDUCATION. THE 17-WEEK PROGRAM CONSISTED OF STUDENT TEACHING AND OBSERVATION 3 DAYS A WEEK (AND ALL OF WEEKS 13-16), AND 2 DAYS OF PROFESSIONAL CONTENT COURSES (CURRICULUM, LANGUAGE ARTS, AND METHODS). COURSES AND FIELDWORK WERE COORDINATED TO EMPHASIZE FOR 2 OR 3 WEEKS EACH THE VARIOUS CONTENT AREAS OF THE CURRICULUM (SCIENCE, LANGUAGE ARTS, MATH, ART AND INDUSTRIAL ARTS AND HOME ECONOMICS, SOCIAL STUDIES, GUIDANCE, AND MUSIC AND PHYSICAL EDUCATION). TEAMS OF STUDENTS WERE PLACED IN CLASSROOMS, BUT EXPERIENCE WAS NOT LIMITED TO ONE CLASSROOM. STUDENTS WERE ALSO GIVEN OPPORTUNITIES TO TEACH SMALL GROUPS OF CHILDREN AND TO RECEIVE FEEDBACK FOLLOWING EACH ACTIVITY. SUPERVISION OF STUDENT TEACHING WAS DONE BY COLLEGE STAFF MEMBERS AND TWO TEACHING FELLOWS. EVERY STUDENT WAS SEEN EVERY DAY. THE PROGRAM WAS SUPPLEMENTED BY GUEST LECTURERS SUCH AS A SCHOOL PSYCHIATRIST AND A TEACHER EXPERT IN PLANNING AND EVALUATION. EXTENSIVE USE WAS MADE OF INTERACTION ANALYSIS, VIDEO TAPING, AND 8-MM FILMING OF CLASSROOM ACTIVITIES EVEN BY THE STUDENTS THEMSELVES. REACTION TO THE PROGRAM WAS FAVORABLE WITH MANY POSSIBILITIES FOR THESE MEDIA BEING SEEN. PRECISE RECORDS AND SCHEDULES ARE PROVIDED. (LC)

ED 012 698

SP 001 048

AMIDON, EDMUND J. HUNTER, ELIZABETH

THE CASE APPROACH TO PREPARING FOR TEACHING.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INTERACTION PROCESS ANALYSIS, *STUDENT TEACHERS, *STUDENT TEACHING, *TEACHER EDUCATION, CASE STUDIES (EDUCATION), EVALUATION, FEEDBACK, VERBAL INTERACTION CATEGORY SYSTEM.

TO HELP PROSPECTIVE TEACHERS DEVELOP TEACHING SKILLS, PAIRS OF CASES (RECORDS OF REAL TEACHING SITUATIONS) WHICH DEPICT SIGNIFICANTLY DIFFERENT APPROACHES TAKEN BY TEACHERS WITH A SIMILAR CLASSROOM PROBLEM ARE VERBALLY DESCRIBED. EACH PAIR OF CASES IS ANALYZED USING THE CATEGORIES OF THE VERBAL INTERACTION CATEGORY SYSTEM (VICS) WHICH MEASURES TEACHER-PUPIL INTERACTIONS. A NUMBER OF "TEACHING SKILL SESSIONS" ARE THEN HELD IN WHICH TEACHING BEHAVIORS APPROPRIATE TO SITUATIONS LIKE THOSE EARLIER ANALYZED MAY BE PRACTICED. THIS ARTICLE IS A REPRINT FROM "THE HIGH SCHOOL JOURNAL," VOLUME 50, NUMBER 6, MARCH 1967. (AW)

ED 012 699 SP 001 062

HAUBRICH, VERNON F.
FEDERAL FUNDS AND TEACHER EDUCATION.

PUB DATE 22 NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *EVALUATION, *FEDERAL PROGRAMS, *TEACHER EDUCATION, ACCELERATED PROGRAMS, ADMISSION (SCHOOL), AMERICAN FARM SCHOOL, EFFECTIVE TEACHING, FIELD EXPERIENCE PROGRAMS, GRADUATE STUDY, TEACHER CORPS, TEACHER SELECTION.

MAJOR PROBLEMS OF THE FEDERALLY-FUNDED FELLOWSHIP AND TEACHER CORPS PROGRAMS ARE (1) THE COURSES ARE PROFESSOR-ORIENTED (LITTLE EMPHASIS IS GIVEN TO MAKING SURE THAT THE CURRICULUM IS RELATED TO REALISTIC SCHOOL SITUATIONS) AND (2) THE TEACHER IS SO ISOLATED IN THE UNIVERSITY SETTING THAT HE CAN MAKE NO LINKAGE BETWEEN HIS LEARNING AND HIS TEACHING. EXPERIENCE SHOWS THAT (1) CRASH PROGRAMS DO NOT WORK, (2) THE INSTITUTION THAT DESIRES CHANGE IN THE STUDENT MUST BE ON THE SCENE AND REMAIN ON THE SCENE TO RECEIVE FEEDBACK AND CRITICISM, (3) SELECTION PROCEDURES ARE CRUCIAL TO THE SUCCESS OF A TRAINING PROGRAM, (4) PROGRAMS MUST BE RECEPTIVE TO FEEDBACK AND CRITICISM, READILY AMENABLE TO CHANGES, AND (5) GRADUATE PROGRAMS SHOULD HAVE OPEN SESSIONS FOR EXCHANGE OF INFORMATION AND PROBLEMS. OTHER NONFIELD-TESTED IDEAS SET FORTH ARE (1) ATTENDANCE BY GROUPS RATHER THAN ISOLATED INDIVIDUAL TEACHERS WILL RESULT IN GREATER IMPACT, (2) CURRICULUMS SHOULD BE BASED ON STUDENTS' WANTS AND NEEDS, (3) FIELD EXPERIENCE MUST BE GIVEN, (4) CONTINUOUS FACULTY ATTENTION MUST BE GIVEN TO DIAGNOSIS AND FEEDBACK, (5) INTERLOCKS MUST BE ESTABLISHED BETWEEN SELECTED PUBLIC SCHOOL SYSTEMS AND THE SPONSORING COLLEGE OR UNIVERSITY, AND (6) EXPERIMENTATION AND EVALUATION SHOULD BE ENCOURAGED. (AF)

ED 012 700 SP 001 074

NOSTRAND, HOWARD L. AND OTHERS
AUXILIARY SCHOOL PERSONNEL, A STATEMENT BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *NONINSTRUCTIONAL RESPONSIBILITY, *QUALIFICATIONS, *SCHOOL AIDES, *TEACHER AIDES, *TRAINING, ANCILLARY SERVICES, BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, INSERVICE PROGRAMS, NONPROFESSIONAL PERSONNEL, RESPONSIBILITY, SCHEDULING, TEACHER ATTITUDES, VOLUNTEERS.

THE ACUTE SHORTAGE OF PROFESSIONALS TO MEET EXPANDING SCHOOL NEEDS IS ONE OF A NUMBER OF FACTORS THAT HAVE CONTRIBUTED TO GREATLY INCREASING USE OF AUXILIARY SCHOOL PERSONNEL. THEIR RESPONSIBILITIES VARY WITH THE SCHOOL'S NEEDS AND THE SKILLS OF APPLICANTS AND CONSIST OF CLERICAL, LIBRARY, HOUSEKEEPING, NONINSTRUCTIONAL, INSTRUCTIONAL, HUMAN RELATIONS, AND SPECIAL TALENT (ART, MUSIC) ACTIVITIES. IN QUESTION-AND-ANSWER FORM, QUALIFICATIONS AND TRAINING, CURRENT PROGRAMS, PRACTICAL ASPECTS, CAUTIONS, AND PROGRAMS OF ACTION ARE DISCUSSED. FOR EXAMPLE, TEACHER EDUCATION STUDENTS ARE A PRIME SOURCE OF INSTRUCTIONAL AIDES, WHILE ADULTS INDIGENOUS TO THE COMMUNITY COULD BE HELPFUL WITH DISADVANTAGED STUDENTS. SCREENING OF APPLICANTS THROUGH INTERVIEW AND INSERVICE TRAINING OF AIDES AT LOCAL SCHOOL AND SCHOOL SYSTEM LEVELS IS ADVOCATED. EXPERIENCE WITH AIDES HAS BEEN VERY LARGELY FAVORABLE, BUT THEIR ACTIVITIES IN RELATION TO THOSE OF REGULAR STAFF SHOULD BE CONTINUOUSLY EXAMINED. AIDES SHOULD NOT BE "A CHEAPER WAY TO MAN THE CLASSROOM," BUT, AS THEY FREE TEACHERS FROM ROUTINE DUTIES, GREATER DIFFERENTIATION OF DUTIES AMONG PROFESSIONALS MAY BE EXPECTED AS CLOSER ANALYSES OF TEACHING TASKS ARE CARRIED OUT. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 381-11794 FROM THE PUBLICATION-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$0.50. (AF)

ED 012 701 SP 001 080

EXTENDED-YEAR CONTRACTS FOR TEACHERS.

AMERICAN ASSN. OF SCHOOL ADMINISTRATORS

PUB DATE SEP 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONTRACTS, *SCHOOL SYSTEMS, *SUMMER PROGRAMS, *TEACHER IMPROVEMENT, *TEACHER SALARIES, DISTRICT OF COLUMBIA, EDUCATIONAL PLANNING, EDUCATIONAL RESEARCH SERVICE, EFFECTIVE TEACHING, INSERVICE TEACHER EDUCATION, QUESTIONNAIRES, TEACHER ORIENTATION, TEACHER RECRUITMENT.

TO ATTRACT AND RETAIN COMPETENT TEACHERS AS CAREER PROFESSIONALS, PROGRAMS OFFERING (OPTIONAL) EXTENDED-YEAR CONTRACTS EMPHASIZE THAT (1) THE TEACHER IS EMPLOYED UNDER CONTRACT FOR THE FULL YEAR, INCLUSIVE OF VACATION, (2) MUCH OF THE CURRICULUM DEVELOPMENT AND INSERVICE TRAINING WHICH TAKES

PLACE IN THE SYSTEM IS DONE DURING THE SUMMER MONTHS, AND (3) TEACHERS HAVE AN OPPORTUNITY FOR PROFESSIONAL ADVANCEMENT THROUGH STUDY AND TRAVEL. IT IS FELT THAT AS A FULL-TIME POSITION WITH BUILT-IN DEVELOPMENT AND ADVANCEMENT, THE TEACHING PROFESSION GAINS STATUS. BASED ON QUESTIONNAIRE DATA, FIVE MAIN AND FOUR LIMITED PROGRAMS IN OPERATION ARE DESCRIBED. THE MAJOR BENEFITS OF SUCH PROGRAMS ARE CONCLUDED TO BE (1) INCREASED TEACHERS' SALARIES AS ADDED INCENTIVE, (2) INCREASED SUMMER STUDY OPPORTUNITIES FOR STUDENTS, (3) TIME AND MONEY FOR INSERVICE EDUCATION, (4) MORE TIME FOR ORIENTATION, STAFF COOPERATION, AND PLANNING, AND (5) ELIMINATION OF TEACHER "MOONLIGHTING" IN THE SUMMER. THIS ARTICLE WAS PUBLISHED IN "EDRS REPORTER," SEPTEMBER 1964, AND IS AVAILABLE FROM THE EDUCATIONAL RESEARCH SERVICE, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$0.10 (NO CHARGE FOR UP TO FIVE COPIES). (LC)

ED 012 702 SP 001 118

LUNDY, PAUL R. HALE, JAMES R.

EPISODE TEACHING-A RATIONALE FOR INDUCTING STUDENT TEACHERS INTO THE TEACHING ACT.

PUB DATE 23 JUL 65

EDRS PRICE MF-\$0.25 HC-\$0.40 10P.

DESCRIPTORS *EPISODE TEACHING, *RESOURCE TEACHERS, *STUDENT TEACHERS, *STUDENT TEACHING, *TEACHER RATING, MASTER TEACHERS, PORTLAND STATE COLLEGE, TEACHER SUPERVISION, TEACHING METHODS.

EPISODE TEACHING IS THE PRACTICE OF INITIATING STUDENT TEACHERS INTO TEACHING THROUGH THEIR OWN PERFORMANCE OF THE TEACHING ACT AS COPROFESSIONALS RATHER THAN AS DEPENDENTS. AN EPISODE IS DEFINED AS A SELF-CONTAINED EVENT, NOT PART OF AN ONGOING PROGRAM, BUT APPROPRIATE TO THE AGE LEVEL AND GENERAL INTEREST OF THE CHILDREN IN QUESTION. THE STUDENT TEACHER DOES NOT APPEAR IN THE CLASSROOM UNTIL HE IS TO DIRECT AN EPISODE, AT WHICH TIME HE IS INTRODUCED AS A RESOURCE PERSON, WITH THE MASTER TEACHER SERVING AS AN OBSERVER. IN THE EVENT OF FAILURE, THE STUDENT TEACHER'S INITIATION INTO TEACHING CAN BE INTERRUPTED WITHOUT UPSETTING THE ONGOING CLASSROOM PROGRAM. SINCE HIS WORK IS SELF-CONTAINED, IN THE EVENT OF SUCCESS, OTHER EPISODES CAN FOLLOW UNTIL THEIR CUMULATIVE EFFECT IS TO ESTABLISH THE STUDENT TEACHER AS TEACHER OF ONE SUBJECT. THE SEQUENCE IS FROM ENRICHMENT TEACHING AS A RESOURCE PERSON TO FINAL RESPONSIBILITY FOR THE TEACHING IN THAT SUBJECT. ULTIMATELY, THE JUSTIFICATION FOR EPISODE TEACHING AS A WAY OF INDUCTION IS THAT IT CENTERS ALL THE EFFORT AND ATTENTION UPON THE TEACHING ACT. (AF)

ED 012 703 SP 001 147

HECK, WILLIAM AND OTHERS

UTILIZATION OF TEACHER TIME, A SURVEY.

PHI DELTA KAPPA, BLOOMINGTON, IND.
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.52 13P.

DESCRIPTORS *NONINSTRUCTIONAL RESPONSIBILITY, *TEACHER SALARIES, *TEACHER TIME, *TEACHING CONDITIONS, *TEACHING LOAD, BLOOMINGTON, OCCURRICULAR ACTIVITIES, ELEMENTARY SCHOOL TEACHERS, GAMMA EPSILON CHAPTER (PHI DELTA KAPPA), INSERVICE TEACHER EDUCATION, QUESTIONNAIRES, SECONDARY SCHOOL TEACHERS, TABLES (DATA), TEACHER CHARACTERISTICS.

TO DETERMINE PROFESSIONAL ACTIVITIES OTHER THAN TEACHING, QUESTIONNAIRES WERE SENT TO 1,200 TEACHERS IN THE GAMMA EPSILON (INDIANA) AREA. ANALYSIS OF 630 RETURNS (311 ELEMENTARY, 166 JUNIOR HIGH SCHOOL, 153 HIGH SCHOOL) SHOWED THAT TEACHERS SPENT 25-30 HOURS A WEEK IN NON-TEACHING ACTIVITIES, AS FOLLOWS-(1) ABOUT 3 HOURS A WEEK IN BUILDING ASSIGNMENTS (SUCH AS LUNCHROOM SUPERVISION), (2) FROM 100 TO 300 HOURS A YEAR IN PAID ACTIVITIES (COACHING AND YEARBOOK SPONSOR), (3) 17-18 HOURS A WEEK IN CLASS PREPARATION, MARKING PAPERS, KEEPING RECORDS, STUDENT AND PARENT CONFERENCES, AND STUDENT SUPERVISION, (4) 2-4 HOURS A WEEK ATTENDING FACULTY, PTA, AND COMMITTEE MEETINGS, AND SPONSORING STUDENT ACTIVITIES (NOT INVOLVING EXTRA PAY), AND (5) 25-50 HOURS A YEAR IN UNPAID EXTRA ASSIGNMENTS (SUCH AS CHAPERONING AND TICKET TAKING). TEACHERS HAVE AN AVERAGE OF 4 1/2 HOURS A WEEK FREE TIME. ABOUT 20 PERCENT OF THEM DEVOTE AN AVERAGE OF 3 HOURS A WEEK TO GRADUATE STUDY. (AF)

ED 012 704

SP 001 188

ESSEX, MARTIN

NEW CONCEPTS IN TEACHER UTILIZATION.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 29 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.44 16P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *EDUCATIONAL CHANGE, *MASTER TEACHERS, *TEAM TEACHING, COLUMBUS, FACULTY PROMOTION, MANPOWER DEVELOPMENT, TEACHING CONDITIONS, TEACHING LOAD, TECHNOLOGICAL ADVANCEMENT.

THE PRESENT CONCERN WITH UPGRADING OF THE DISADVANTAGED IS LISTED AS FOURTH IN A SERIES OF EDUCATIONAL REVOLUTIONS, THE OTHERS BEING (1) HORACE MANN'S COMMON SCHOOL, (2) THE KALAMAZOO DECISION, OPENING SECONDARY EDUCATION TO THE MASSES, AND (3) THE G.I. BILL BREAKTHROUGH IN HIGHER EDUCATION AFTER WORLD WAR II. THE PRESENT SITUATION IS CHARACTERIZED BY MOBILITY, TECHNOLOGY, ACCELERATING CHANGE, CULTURAL REVOLUTION, URBANIZATION, AND A POPULATION WITH AN "HOURGLASS FIGURE" (LARGE GROUPS OF YOUNG AND OLD, WITH THE DECIMATED DEPRESSION GROUP EDUCATING THE BURGEONING POST-WAR GROUP). TEACHER NEEDS ARE SPECIFIED AS TIME TO TEACH, MANAGEABLE LOAD, SPECIALIZED SKILLS, SCHOLARSHIP, AND ACCESS TO NECESSARY MATERIALS. THE ASSUMPTION THAT A MASTER TEACHER IS OBTAINABLE FOR EACH CLASSROOM IS OUR GREATEST EDUCATIONAL FALLACY. A MORE SENSI-

BLE VIEW IS A HIERARCHY OF TEACHING POSITIONS FROM CLERICAL AIDES THROUGH "EXECUTIVE TEACHERS" (WHO CAN WORK WELL WITH ADULTS AS WELL AS CHILDREN). TEACHING AS A TEAM EFFORT HAS THE ADVANTAGE OF A GRADUATED PAY SCALE, ADVANCEMENT THROUGH ACHIEVEMENT, AUGMENTED MANPOWER, ENCOURAGEMENT OF THE ABLE TO REMAIN IN TEACHING, EXPOSURE OF CHILDREN TO SUPERIOR TEACHERS, AND POSITIONS OF VARYING DIFFICULTY AND RESPONSIBILITY. A PAY-SCALE RATIO FOR A TEAM OF TEACHERS BASED ON A FIVE PUPIL UNIT MIGHT BE-EXECUTIVE TEACHER 1.25, PROFESSIONAL TEACHER 1.00, PROVISIONAL TEACHERS .85, INTERN .40, AIDE-TECHNICIAN .35, AND CLERICAL AIDE .30. THIS PAPER WAS PRESENTED AT A MEETING BETWEEN THE NATIONAL COUNCIL OF PARENT-TEACHER ASSOCIATIONS AND THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS (COLUMBUS, APRIL 29, 1967). (AF)

ED 012 705

SP 001 190

REISTER, FLOYD N.

NO LONGER "NO STUDENT TEACHING."

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE SUPERVISORS, *INSERVICE TEACHER EDUCATION, *STUDENT TEACHING, *TEACHER CERTIFICATION, DISCIPLINE, INSTRUCTIONAL MATERIALS, MASTER TEACHERS, NEW JERSEY EDUCATION ASSOCIATION, STUDENT TEACHER RELATIONSHIP, TEACHING METHODS, TRENTON.

NEW JERSEY IS NOW REQUIRING ALL TEACHERS APPLYING FOR A SUBSTANDARD CERTIFICATE WHO HAVE NOT DONE APPROVED STUDENT TEACHING TO PARTICIPATE IN AN INSERVICE SUPERVISED TEACHING PROGRAM. FOR EIGHT SEMESTER HOURS EXTENDING OVER TWO COLLEGE TERMS, THE TEACHER IS HELPED BY SCHOOL AND COLLEGE SUPERVISORS TO (1) PLAN DAILY AND WEEKLY PROGRAMS, (2) DEVELOP TEACHING MATERIALS (AND REVISE THEM), METHODS OF PRESENTATION, MAINTENANCE OF DISCIPLINE, AND A POSITIVE RELATIONSHIP WITH THE CLASS, AND (3) EVALUATE THE PROGRAM. WEEKLY AND BIWEEKLY SEMINARS OFFER LECTURES AND DISCUSSIONS ON SUCH AREAS AS CHILD GROWTH AND DEVELOPMENT, LESSON PLANNING, EVALUATION OF LEARNING, DISCIPLINE, GENERAL AND SPECIAL METHODS OF TEACHING, MATERIALS IN SPECIAL FIELDS, GUIDANCE, AND SCHOOL ORGANIZATION. THIS ARTICLE WAS PUBLISHED IN "NJEA REVIEW," OCTOBER 1966. (AF)

ED 012 706

SP 001 199

HOOK, J.N.

NDEA INSTITUTES FOR TRAINERS OF TEACHERS (SUMMER, 1966).

ILLINOIS UNIV., URBANA

PUB DATE OCT 66

EDRS PRICE MF-\$0.50 HC-\$3.48 87P.

DESCRIPTORS *INSTITUTES (TRAINING PROGRAMS), *PARTICIPANT SATISFACTION, *TEACHER BACKGROUND, *TEACHER EDUCATION, *TEACHER IMPROVEMENT, ADMINISTRATIVE PERSONNEL, COLLEGE TEACHERS, CONSULTANTS, ELEMENTARY SCHOOL TEACHERS, NDEA, QUESTIONNAIRES, URBANA.

NINE NDEA-SPONSORED INSTITUTES FOR TEACHER TRAINERS OFFERED AT SEVEN UNIVERSITIES IN SUMMER 1966 WERE ASSESSED AS TO MERIT AND POSSIBLE IMPROVEMENT. ABOUT TWO-THIRDS OF THE 275 PARTICIPANTS WERE COLLEGE PERSONS WITH RESPONSIBILITY FOR PREPARING TEACHERS, AND OVER ONE-HALF OF THE OTHERS HAD ELEMENTARY-LEVEL RESPONSIBILITIES. THE HIGHEST DEGREES HELD BY THE 251 RESPONDENTS WERE MASTER'S (67.8 PERCENT), DOCTORATE (16.3 PERCENT), AND BACCALAUREATE (15.9 PERCENT). THE TYPICAL PARTICIPANT HAD 10-12 YEARS EXPERIENCE, OFTEN ON MORE THAN ONE ACADEMIC LEVEL (LIKE THE TYPICAL STAFF MEMBER). INSTRUMENTS OF EVALUATION INCLUDED QUESTIONNAIRES (FOR ALL PARTICIPANTS, PARTICIPANTS IN SPECIFIC INSTITUTES, DIRECTORS AND KEY STAFF MEMBERS, AND DIRECTORS) AND STRUCTURED INTERVIEW QUESTIONS. ALL OF THE DIRECTORS AND STAFF MEMBERS FELT THE INSTITUTES SHOULD BE CONTINUED, AND PARTICIPANTS RESPONDED 218 TO 4 IN FAVOR OF THEM. RECOMMENDATIONS WERE MORE INSTITUTES, AN AVERAGE SIZE OF 30 PARTICIPANTS, CAREFUL BUT NOT RIGID PLANNING, SPACE AND TIME (2-3 HOURS A WEEK) FOR SOCIALIZING, REASONABLY HETEROGENEOUS GROUPS, EARLY AND FULL INVOLVEMENT OF STAFF, A LIGHT TEACHING LOAD FOR THE DIRECTOR, EXTENSIVE USE OF CONSULTANTS, AN ACTIVE ROLE FOR PARTICIPANTS, AND INTERWEAVING AND DEVELOPMENT OF NEW MATERIALS. BROCHURES FROM THE DIRECTOR APPEARED MOST EFFECTIVE IN CALLING AN INSTITUTE TO THE ATTENTION OF POTENTIAL PARTICIPANTS. (AF)

ED 012 707

SP 001 200

COOPER, JAMES G. BEMIS, KATHERINE A.

TEACHER PERSONALITY, TEACHER BEHAVIOR AND THEIR EFFECTS UPON PUPIL ACHIEVEMENT. FINAL REPORT.

NEW MEXICO UNIV., ALBUQUERQUE, COLL. OF EDUCATION

PUB DATE APR 67

EDRS PRICE MF-\$0.75 HC-\$6.24 156P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *PERSONALITY, *TEACHER CHARACTERISTICS, *TEACHER INFLUENCE, ACHIEVEMENT TESTS, ALBUQUERQUE, ARITHMETIC, BEHAVIOR RATING SCALES, BIBLIOGRAPHIES, EDWARDS PERSONAL PREFERENCE SCHEDULE, LESSON OBSERVATION CRITERIA, READING COMPREHENSION, SCIENCE RESEARCH ASSOCIATES TESTS, STATISTICAL ANALYSIS, TEACHER OBSERVATION PERSONALITY SCHEDULE, VOCABULARY DEVELOPMENT.

GRANT OE-6-10-271

SIXTY URBAN, MIDDLE-CLASS, FOURTH-GRADE TEACHERS IN THE SOUTHWEST WERE GIVEN THE EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS) AS A MEASURE OF PERSONALITY. THEIR CLASSROOM BEHAVIOR WAS THEN RECORDED ON A TEACHER OBSERVATION PERSONALITY SCHEDULE REFLECTING EDWARDS' DEFINITIONS OF HIS NEEDS FOR ACHIEVEMENT, ABASEMENT, AFFILIATION, DOMINANCE, CHANGE, ORDERLINESS, AND HETEROSEXUALITY. PUPILS' ACHIEVEMENT WAS MEASURED AS THEIR ADJUSTED GAIN SCORES BETWEEN FALL AND SPRING TESTING ON

FIVE SUBTESTS OF THE SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT TESTS-ARITHMETIC REASONING, ARITHMETIC CONCEPTS, ARITHMETIC COMPUTATION, READING COMPREHENSION, AND READING VOCABULARY. CANONICAL ANALYSIS OF THE THREE SETS OF DATA SHOWED RELATIONSHIPS BETWEEN THEM. IT WAS FOUND THAT (1) NO SINGLE TEACHER BEHAVIOR WAS DETRIMENTAL OR FAVORABLE FOR ALL LEARNING, (2) THE EPPS SCORES ESTABLISHED A BASIS FOR PREDICTING TEACHERS' OBSERVED CLASSROOM BEHAVIOR, (3) THE PATTERN OF PREDICTED BEHAVIORS DID NOT CLOSELY FOLLOW THAT REVEALED AS CONTRIBUTING TO PUPIL GAINS, (4) FROM EPPS, THE MORE EFFECTIVE TEACHERS (IN TERMS OF PUPIL GAINS) MAY BE DESCRIBED AS CRITICAL, WILLING TO ACCEPT LEADERSHIP, AND INTERESTED IN PERSUADING AND INFLUENCING OTHERS. IT WAS CONCLUDED THAT THE PARADIGM "TEACHER PERSONALITY CAUSES TEACHER TEACHER BEHAVIOR CAUSES PUPIL BEHAVIOR" WAS SUPPORTED, BUT THAT THE LINKAGES ARE COMPLEX, AND NOT 1 TO 1. (LC)

ED 012 708 SP 001 215

MILLER, C. DEAN HASSE, RICHARD F. STUDENT EVALUATION OF TEACHERS' COMPETENCE AND EFFECTIVENESS.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *EFFECTIVE TEACHING, *EVALUATION TECHNIQUES, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, BIBLIOGRAPHIES, DALLAS, DATA PROCESSING, MICROTEACHING, TEACHER EVALUATION.

TWO POINTS OF VIEW ON WHAT MAKES AN EFFECTIVE TEACHER ARE EVALUATED. THAT KNOWLEDGE OF ONE'S SUBJECT IS ENOUGH TO MAKE AN EFFECTIVE TEACHER WAS QUESTIONED BY NEIDT'S STUDY OF CHANGES IN ATTITUDES DURING LEARNING. CONTINUOUS INTERACTION BETWEEN THE LEARNER'S ATTITUDES AND ACHIEVEMENTS (PROGRESSIVE DISENCHANTMENT BECAME MORE PRONOUNCED AS LEARNING PROGRESSED) WERE EVIDENT. THE QUASIMYSTICAL VIEW OF TEACHING AS AN "ART" WAS PUT IN DOUBT BY THE WORK OF ALLEN (AND OTHERS) IN MICROTEACHING, WHICH USED STUDENT RATINGS OF TEACHERS. RESULTS SHOWED THAT TEACHERS TRAINED WITH ACCESS TO STUDENT APPRAISAL IMPROVED MORE SIGNIFICANTLY THAN THOSE WITHOUT, AND THAT STUDENT RATINGS WERE THE MOST STABLE AND RELIABLE MEASURE (MORE RELIABLE THAN RATINGS OF SUPERVISORS). CLERICAL WORK IN SOLICITING STUDENT EVALUATIONS COULD BE DIMINISHED BY THE USE OF DATA-PROCESSABLE FORMS (EXAMPLES INCLUDED) BY PROFESSORS AND TEACHERS. GATHERING THIS INFORMATION OVER A PERIOD OF YEARS WOULD YIELD VALUABLE NORMATIVE DATA. RELATED PROBLEMS INCLUDE-(1) THE TEACHER AS SOLE AUTHORITY ON SELECTION AND PRESENTATION OF INFORMATION AND EVALUATION OF HIS OWN EFFECTIVENESS, (2) DENIAL OF OPPORTUNITIES FOR STUDENTS TO ASSUME MORE RESPONSIBILITY FOR EDUCATIONAL GROWTH AND THE EVALUATION AND LEARNING, (3) STUDENT FAILURE TO PROVIDE TEACHER STIMULATION, AND (4) DIFFERENT STUDENT AND TEACHER

CONCEPTIONS OF COURSES. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 1967). (AF)

ED 012 709 SP 001 218

ALEXANDER, S. KERN AND OTHERS. TEACHER TURNOVER STUDY. KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.36 84P.

DESCRIPTORS *TEACHER PERSISTENCE, *TEACHER SUPPLY AND DEMAND, DEGREES (TITLES), FRANKFORT, KENTUCKY, QUESTIONNAIRES, SCHOOL DISTRICTS, SCHOOL SUPERINTENDENTS, TEACHER EXPERIENCE, TEACHER SALARIES.

VIA QUESTIONNAIRE TO 200 SCHOOL SUPERINTENDENTS IN KENTUCKY, 2,004 TEACHERS WHO HAD RESIGNED THEIR POSITIONS DURING THE 1964-66 PERIOD WERE IDENTIFIED (7 PERCENT OF THE STATE'S FULL-TIME CERTIFIED INSTRUCTIONAL STAFF). ON THE BASIS OF THE QUESTIONNAIRE RESPONSES FROM 780 (39 PERCENT) OF THESE TEACHERS, IT WAS FOUND THAT ECONOMIC FACTORS WERE THE PRIMARY REASONS FOR RESIGNATION. MOVES WERE MADE TO HIGHER-PAYING POSITIONS IN LARGER SCHOOL SYSTEMS IN THE STATE OR TO OUT-OF-STATE POSITIONS. ADMINISTRATIVE PROBLEMS AND DISSATISFACTION WITH WORKING CONDITIONS WERE ALSO PROMINENT AS REASONS FOR CHANGING POSITIONS. THE TYPICAL "TURNOVER" TEACHER HOLDS A BACHELOR'S DEGREE, HAS HAD 3 YEARS OF TEACHING EXPERIENCE IN HER FIELD OF PREPARATION, AND IS A 27-YEAR-OLD MARRIED WOMAN WITH ONE CHILD. EIGHT EARLIER STUDIES OF TEACHER TURNOVER IN VARIOUS STATES AND IN THE NATION ARE REVIEWED. (AW)

ED 012 710 SP 001 221

BEKER, JEROME AND OTHERS. SCHOOL DAYS.

SYRACUSE UNIV., N.Y., YOUTH DEVELOPMENT CENTER

REPORT NUMBER CRP-S-191-1

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.68 42P.

DESCRIPTORS *RURAL SCHOOLS, *STUDENT ATTITUDES, *SUBURBAN SCHOOLS, *TEACHER ATTITUDES, *URBAN SCHOOLS, CLASSROOM COMMUNICATION, GRADE 6, SYRACUSE, TABLES (DATA).

TO DETERMINE WHETHER PUBLIC SCHOOL EDUCATION IS "DIFFERENT" IN INNER CITY, SUBURBAN, AND RURAL ENVIRONMENTS, THIS OBSERVATIONAL PILOT STUDY UNDERTOOK TO DEFINE TEACHER AND PUPIL PERCEPTION AND EXPECTATION OF SCHOOL. A FIRST- AND A SIXTH-GRADE CLASS IN EACH OF THE THREE ENVIRONMENTS WAS OBSERVED IN DEPTH, WITH TEACHERS AND STUDENTS ASKED TO RESPOND TO FIVE QUESTIONS ON WHAT THEY CONSIDERED AN "IDEAL STUDENT." ONLY SIXTH-GRADE DATA WERE USED (FIRST GRADES WERE HARDER TO DIFFERENTIATE, EITHER BECAUSE FEWER LEARNED PATTERNS OR SIMILAR TREATMENT OF YOUNG CHILDREN BY TEACHERS). SCHOOL RECORDS SHOWED STUDENT BACKGROUND, APPARENT ABILITY, AND ACHIEVEMENT DIFFERED PREDICTABLY (RURAL AND INNER CITY STUDENTS AP-

PEARED LESS ABLE AND/OR LESS EFFECTIVELY EDUCATED, SUBURBAN STUDENTS WERE MOST HOMOGENEOUS, INNER CITY AND RURAL SIXTH GRADES SERVED AN OLDER AND WIDER AGE RANGE, INNER CITY INTELLIGENCE AND ACHIEVEMENT SCORES WERE MOST VARIABLE). INNER CITY PUPIL ATTITUDES PROVED NEGATIVE-SUBURBAN, POSITIVE AND RURAL, PASSIVE. ALTHOUGH ALL THREE TEACHERS WERE COMMITTED TO THEIR WORK, ALL REINFORCED BEHAVIOR ALREADY THERE, AND EACH CLASSROOM WAS NEGATIVE AND DAMAGING IN SOME RESPECTS. THE INNER CLASS HAD A CUSTODIAL ATMOSPHERE, THE SUBURBAN CLASS SEEMED "PREP," AND THE RURAL CLASS WAS ONLY BEING EDUCATED FOR RURAL LIFE. THIS DOCUMENT WILL BE PUBLISHED IN "AMONG THE PEOPLE-ENCOUNTERS WITH THE POOR." BY BASIC BOOKS, 404 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016, IN 1968. (AF)

ED 012 711 SP 001 222

METZ, JOSEPH F., JR. TEACHER PRODUCTIVITY-1966. AMERICAN ASSN. OF COLL. FOR TEACHER EDUC., WASH., D.C.

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$4.64 116P.

DESCRIPTORS *BEGINNING TEACHERS, *GRADUATE STUDY, *TEACHER PROGRAMS, DISTRICT OF COLUMBIA, GEOGRAPHIC DISTRIBUTION, NCATE, TABLES (DATA), TEACHER CERTIFICATION, TEACHER EDUCATION, TEACHERS, TEACHERS COLLEGES.

BASED ON REPORTS FROM 901 INSTITUTIONS OF HIGHER EDUCATION (725 AACTE MEMBERS AND 176 NONMEMBERS) FOR THE 1965-66 ACADEMIC YEAR, THIS SUMMARY PRESENTS THE FOLLOWING INFORMATION-(1) THE NUMBER OF UNDERGRADUATES WHO COMPLETED REQUIREMENTS FOR INITIAL CERTIFICATION FOR NURSERY, ELEMENTARY, JUNIOR HIGH, SENIOR HIGH, AND SPECIAL EDUCATION, (2) THE NUMBER OF POTENTIAL NEW TEACHERS INITIALLY CERTIFIED IN MASTER OF ARTS IN TEACHING (MAT) PROGRAMS (OR THEIR EQUIVALENT), AND (3) THE NUMBER OF MASTERS DEGREES, 6-YEAR DEGREES, AND DOCTORS DEGREES IN THE FIELD OF EDUCATION. DATA ARE GROUPED BY STATE AND BY REGION. THE TOTAL NUMBER OF TEACHERS ELIGIBLE FOR INITIAL CERTIFICATION WAS 181,048, 174,036 OF WHOM WERE FROM NCATE SCHOOLS. THERE WERE 8,029 MAT DEGREES, 43,546 OTHER MASTER'S DEGREES, 2,330 6-YEAR DEGREES, 3,019 DOCTOR'S DEGREES, AND A TOTAL OF 57,287 GRADUATE DEGREES AWARDED IN A FIELD OF EDUCATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE EXECUTIVE SECRETARY, THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1201 6TH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$2.00. (LC)

ED 012 712 SP 001 229

YOUNG, J.E.M. A SURVEY OF TEACHERS' ATTITUDES TOWARD CERTAIN ASPECTS OF THEIR PROFESSION.

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *TEACHER ATTITUDES, DISCIPLINE, PRINCIPALS, QUESTION-

NAIRES, SUPERVISORS, TEACHER BACKGROUND, TEACHER CHARACTERISTICS, TEACHER MORALE, TEACHER QUALIFICATIONS, TEACHER ROLE, TEACHING CONDITIONS, WOMEN TEACHERS.

TO IDENTIFY FACTORS THAT CONTRIBUTE EITHER POSITIVELY OR NEGATIVELY TO TEACHER MENTAL HEALTH, 629 TEACHERS ENROLLED IN A COLLEGE COURSE ENTITLED "MENTAL HEALTH IN THE SCHOOL" (90 PERCENT FEMALE, MOST WITH 1-2 YEARS TEACHING EXPERIENCE) RESPONDED TO A "PERSONAL RELATIONS QUESTIONNAIRE" ASKING: (1) WHAT DO YOU MOST LIKE AND DISLIKE ABOUT TEACHING, (2) WHICH CHARACTERISTICS OF YOUR PRINCIPAL, SUPERVISOR, AND INVESTIGATOR DO YOU LIKE, AND WHICH DO YOU DISLIKE, AND (3) WHAT ARE THE CHARACTERISTICS OF THE "BEST" AND "WORST" TEACHER IN YOUR SCHOOL. IT WAS FOUND THAT: (1) WORKING WITH AND HELPING CHILDREN, HOLIDAYS AND HOURS, AND THE VARIETY OF WORK WERE THE MOST LIKED FEATURES OF TEACHING, (2) CLERICAL DUTIES, PARENT-TEACHER DIFFICULTIES, AND CORRECTING BOOKS AND EXAMINATIONS WERE THE MOST DISLIKED FEATURES, (3) FRIENDLINESS, HELPFULNESS, AND UNDERSTANDING WERE THE LIKED CHARACTERISTICS OF PRINCIPALS, SUPERVISORS, AND INSPECTORS, (4) PRINCIPALS WERE MOST DISLIKED FOR BEING UNABLE TO CONTROL SCHOOL DISCIPLINE AND FOR BEING DOMINEERING, WHILE SUPERVISORS AND INSPECTORS WERE DISLIKED FOR NOT GIVING HELPFUL SUGGESTIONS AND CONSTRUCTIVE CRITICISM AND FOR INTERRUPTING LESSONS, (5) THE "BEST" TEACHER IS COMMONLY CHARACTERIZED AS KINDLY, WELL-ORGANIZED, UNDERSTANDING, AND ABLE TO MAINTAIN DISCIPLINE AND, (6) THE "WORST" TEACHER IS COMMONLY SEEN AS LAZY, IRRESPONSIBLE, AND UNABLE TO MAINTAIN DISCIPLINE. THIS ARTICLE WAS PUBLISHED IN "CANADIAN EDUCATION AND RESEARCH DIGEST," JUNE 1967. (AW)

ED 012 713

SP 001 241

MEIERHENRY, W.C.

MEDIA COMPETENCIES FOR TEACHERS. A PROJECT TO IDENTIFY COMPETENCIES NEEDED BY TEACHERS IN THE USE OF THE NEWER MEDIA AND VARIOUS APPROACHES TO ACHIEVING THEM.

NEBRASKA UNIV., LINCOLN, TEACHERS COLL.

REPORT NUMBER BR-5-0730

PUB DATE 31 MAR 66

EDRS PRICE MF-\$1.00 HC-\$9.48 237P.

DESCRIPTORS *LEARNING THEORIES, *MASS MEDIA, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, *TEACHING TECHNIQUES, AUDIO VIDEO LABORATORIES, AUDIOVISUAL INSTRUCTION, CONSTRUCTED RESPONSE, LINCOLN, MEDIA SPECIALISTS, SYSTEMS ANALYSIS, CONTRACT OEC-5-0730-2-12-6

THIS REPORT CONTAINS SEVEN PAPERS DEALING WITH COMPETENCIES NEEDED BY TEACHERS IN THE USE OF NEWER MEDIA. THEY ARE: (1) ROBERT HEINICH'S "THE TEACHER IN AN INSTRUCTIONAL SYSTEM," WHICH DEALS WITH SYSTEMS ANALYSIS AND ITS ROLE IN THE TEACHING-LEARNING PROCESS, (2) KENNETH NORBERG'S "THEORETICAL BACKGROUND REQUIRED BY TEACHERS IN THE USE OF NEWER MEDIA," WHICH EXPLORES THE RELATIONSHIP OF A NUMBER OF LEARNING, PERCEPTION, AND

COMMUNICATION THEORIES TO MEDIA, (3) VERNON GERLACH'S "SELECTING AN INSTRUCTIONAL MEDIUM," WHICH REPRESENTS THE APPLICATION OF A RESPONSE-ORIENTED INSTRUCTIONAL SYSTEM IN A SPECIFIC WAY, (4) AND (5) DAVID CURL'S "SELF-INSTRUCTIONAL LABORATORIES FOR TEACHING OPERATIONAL SKILLS" AND JERROLD KEMP'S "IDENTIFICATION OF PRE-SERVICE AND IN-SERVICE TEACHER COMPETENCIES IN THE AREA OF AUDIOVISUAL PRODUCTION TECHNIQUES," BOTH OF WHICH ARE APPLICATIONS OF PRODUCTION AND OPERATIONAL SKILLS IN THE FIELD OF MEDIA, (6) GERALD TORKELSON'S "COMPETENCIES NEEDED BY TEACHERS IN THE USE OF NEWER MEDIA AND VARIOUS APPROACHES TO ACHIEVING THEM," WHICH ADVOCATES THE ESTABLISHMENT OF A NEW LEARNING-BASED TEACHER PREPARATION PROGRAM, AND (7) THE AUTHOR'S "MEDIA COMPETENCIES FOR TEACHERS," WHICH DRAWS ON THE PREVIOUS PAPERS TO PROPOSE A PROGRAM FOR THE DEVELOPMENT OF TEACHER COMPETENCIES. THESE COMPETENCIES ARE (1) UNDERSTANDING OF EDUCATIONAL THEORY, (2) INSTRUCTIONAL SEQUENCES, AND (3) MATERIAL PRODUCTION AND EQUIPMENT OPERATION. (AW)

ED 012 714

SP 001 243

POPHAM, W. JAMES

THE INFLUENCE OF HIGHLY SPECIFIC INSTRUCTIONAL VIDEO TAPES ON CERTAIN COGNITIVE AND AFFECTIVE BEHAVIORS OF TEACHERS.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER BR-5-0201

PUB DATE MAR 66

EDRS PRICE MF-\$0.50 HC-\$2.36 59P.

DESCRIPTORS *EDUCATIONAL ATTITUDES, *SIMULATION, *TEACHER EDUCATION, *TEACHING TECHNIQUES, *VIDEO TAPE RECORDINGS, ATTITUDE TESTS, DISCIPLINE, INSTRUCTIONAL PROCEDURES PREFERENCE INVENTORY, LEARNING PROCESSES, LOS ANGELES, REINFORCEMENT, CONTRACT OEC-7-14-1430-266

TO TEST THE EFFECT OF VIDEO TAPED SIMULATED INSTRUCTIONAL SEQUENCES ON THE MODIFICATION OF TEACHERS' PROFESSIONAL KNOWLEDGE AND ATTITUDES, THREE GROUPS OF PROSPECTIVE TEACHERS WERE DIFFERENTIALLY EXPOSED TO SPECIALLY PREPARED TAPES ON FOUR TOPICS. EACH 30-MINUTE TAPE CONSISTED OF SIMULATED CLASSROOM SETTINGS, WITH THE LAST 10 MINUTES USED AS A POST-TEST IN WHICH THE VIEWER HAD TO IDENTIFY THE PRINCIPLES UNDER DISCUSSION. GROUP 1 RECEIVED NO RELEVANT INSTRUCTION ON THE TOPICS, GROUP 2 RECEIVED ONLY MODEST WRITTEN OR AUDIO TAPED INSTRUCTION, WHILE GROUP 3 WAS EXPOSED TO THE WRITTEN OR AUDIO TAPED MATERIAL PLUS THE VIDEO TAPES. ALL THREE GROUPS WERE GIVEN EACH OF THREE POST-TESTS CONCERNING THE PRINCIPLES OF THE FOUR INSTRUCTIONAL TOPICS: (1) THE VIDEO TAPE POST-TEST SEGMENT, (2) A LOCAL WRITTEN TEST, AND (3) THE INSTRUCTIONAL PROCEDURES PREFERENCE INVENTORY, WHICH MEASURES ATTITUDES TOWARD INSTRUCTIONAL PRINCIPLES, WITH RESPECT TO THE VIDEO TAPE POST-TEST. SIGNIFICANT DIFFERENCES WERE FOUND AMONG THE THREE GROUPS ON ALL FOUR TOPICS (THE NO-INSTRUCTION CON-

TROL GROUP SCORING LOWEST, AND THE VIDEO TAPE GROUP HIGHEST), BUT, ON THE OTHER MEASURES, THE USE OF THE VIDEO TAPE PROGRAM YIELDED NO SIGNIFICANT DIFFERENCES. FURTHER RESEARCH IS NECESSARY TO LEARN WHETHER THE OBTAINED DIFFERENCES ARE REFLECTED IN ACTUAL TEACHING PERFORMANCE. (LC)

ED 012 715

SP 001 254

FERRISS, ABBOTT L.

A HYPOTHESIS ON INSTITUTIONAL MOBILITY OF TEACHERS IN HIGHER EDUCATION

PUB DATE 09 APR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE FACULTY, *FACULTY MOBILITY, *TEACHER MOTIVATION, *TEACHER PLACEMENT, *TEACHER SELECTION, NEW ORLEANS, TABLES (DATA), TEACHER ROLE, TEACHER SALARIES.

DATA FROM STUDIES AT THREE INSTITUTIONS SUPPORT THE HYPOTHESIS THAT FACULTY MOBILITY IS CHIEFLY BETWEEN INSTITUTIONS OF APPROXIMATELY THE SAME SIZE AND FUNCTION, AND NOT FROM SMALLER, LESS PRESTIGIOUS INSTITUTIONS TO LARGER, MORE RESPECTED INSTITUTIONS. THIS FLOW IS REGARDED AS AN OUTCOME OF THE FOLLOWING FACTORS: (1) INSTITUTIONAL AFFINITY, (2) INFORMAL COMMUNICATION AMONG STAFFS OF INSTITUTIONS OF SIMILAR TYPE, (3) SIMILARITY IN ROLE DEMANDS (PARTICULARLY TEACHING SPECIALTY), AND (4) THE CONDITIONING EFFECT OF PAY, BOTH IN EXCLUDING HIGHER-PRICED AND LOWER-PRICED CANDIDATES FROM CONSIDERATION AND IN FAVORABLY EVALUATING CANDIDATES. RETENTION OF AN INDIVIDUAL IN AN INSTITUTION IS A FUNCTION OF THE COMPATIBILITY BETWEEN INDIVIDUAL CONDITIONING AND EXPECTATIONS, AND THE CHARACTERISTICS OF THE FACULTY SOCIAL SYSTEM OF THE INSTITUTION. THREE MAJOR SUGGESTIONS ARE: (1) VACANCY AND AVAILABILITY INFORMATION SHOULD BE CIRCULATED NOT ONLY WITHIN DISCIPLINES AND GEOGRAPHIC REGIONS, BUT ALSO AMONG INSTITUTIONS OF SIMILAR TYPE, (2) CAREER DEVELOPMENT OF COLLEGE TEACHERS, PARTICULARLY IN ITS INITIAL ORIENTATION IN GRADUATE SCHOOL, SHOULD BE DIRECTED TOWARD THE LIKELY FUTURE INSTITUTIONAL SETTINGS, AS WELL AS THE PROFESSIONAL FIELD (3) MANPOWER PLANNING FOR EDUCATION MAY BE ORIENTED TOWARD A MORE SPECIFIC "DEMAND" BASE. THIS PAPER WAS PRESENTED AT A MEETING OF THE SOUTHERN SOCIOLOGICAL SOCIETY (NEW ORLEANS, APRIL 7-9, 1966) AND WAS REPRINTED FROM "COLLEGE AND UNIVERSITY," FALL 1966. (LC)

ED 012 716

SP 001 269

HARRIS, ALBERT J. AND OTHERS

AN EVALUATION OF THE INTENSIVE TEACHER TRAINING PROGRAM.

CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION

PUB DATE JUN 67

EDRS PRICE MF-\$0.75 HC-\$5.72 148P.

DESCRIPTORS *GRADUATE STUDENTS, *TEACHER CERTIFICATION, *TEACHER EDUCATION, *TEACHER RECRUITMENT, ELEMENTARY SCHOOL TEACHERS, IN-SERVICE TEACHER EDUCATION, INTENSIVE TEACHER TRAINING PROGRAM, LI-

BERAL ARTS MAJORS, NEW YORK CITY, NEW YORK CITY BOARD OF EDUCATION, PARTICIPANT SATISFACTION, PROGRAM EVALUATION, SECONDARY SCHOOL TEACHERS, TEACHER PERSISTENCE, TEACHER QUALIFICATIONS, TEACHER SHORTAGE,

TO HELP OVERCOME AN ANTICIPATED 3,000-TEACHER SHORTAGE DURING THE SUMMER OF 1966, THE NEW YORK CITY BOARD OF EDUCATION COLLABORATED WITH THE CITY UNIVERSITY OF NEW YORK ON AN INTENSIVE TEACHER TRAINING PROGRAM FOR LIBERAL ARTS GRADUATES, RECRUITED NATIONALLY. OF 2,100 SUCH PERSONS WHO ENTERED THE PROGRAM, 1,858 SUCCESSFULLY COMPLETED IT, AND 1,829 ENTERED FULL-TIME TEACHING POSITIONS IN ADDITION TO ATTENDING A SPECIAL FALL SEMINAR. AT THE END OF THE SCHOOL YEAR, 1,583 WERE STILL TEACHING. MALES MADE UP 57 PERCENT OF THE PARTICIPANTS, 53 PERCENT OF THE ELEMENTARY SCHOOL TRAINEES, AND TENDED TO BE YOUNGER THAN THE PARTICIPATING WOMEN. ONE-THIRD OF THE PARTICIPANTS HAD RECEIVED BACHELOR'S DEGREES BEFORE 1960, WHILE 43 PERCENT WERE NEW DEGREE HOLDERS. SEVENTY-ONE PERCENT WERE BORN IN NEW YORK CITY, AND 52 PERCENT HAD ATTENDED COLLEGE THERE. MOST TRAINEES AND INSTRUCTORS FELT THAT THE PROGRAM SHOULD INCLUDE SOME FORM OF STUDENT TEACHING. MANY TRAINEES WERE CRITICAL OF THEIR ASSIGNMENTS AND THEIR PUPILS. THEIR PRINCIPALS RATED 52 PERCENT OF ELEMENTARY SCHOOL, 50 PERCENT OF JUNIOR HIGH SCHOOL, AND 21 PERCENT OF SENIOR HIGH SCHOOL ASSIGNMENTS AS DIFFICULT. THE PRINCIPALS RATED 72 PERCENT OF THE TRAINEES AS AVERAGE OR ABOVE AS COMPARED TO OTHER NEW TEACHERS AND 9 PERCENT OF THEM AS UNSATISFACTORY. (RP)

ED 012 717 UD 000 790

MURTON, BONNIE J. AND OTHERS
PROJECT MOTIVATION 1964-1965.
HENNEPIN COUNTY COMMUNITY
HEALTH AND WELFARE COUNCIL
PUB DATE MAR 66
EDRS PRICE MF-\$0.50 HC-\$4.40 110P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATIONAL PROGRAMS, *MOTIVATION, *PROGRAM EVALUATION, *STUDENT VOLUNTEERS, *YOUTH PROGRAMS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS, ELEMENTARY SCHOOL STUDENTS, ENRICHMENT ACTIVITIES, MINNEAPOLIS, PARENT ATTITUDES, PROGRAM ADMINISTRATION, PROJECT MOTIVATION, SOCIAL ATTITUDES, TABLES (DATA), YOUTH DEVELOPMENT PROJECT.

THIS EVALUATION REPORT DESCRIBES AN 8-MONTH PROJECT WHOSE GOALS WERE (1) TO MOTIVATE AND OFFER SUPPORT TO CULTURALLY DISADVANTAGED CHILDREN, (2) TO ENCOURAGE IN THEM POSITIVE ATTITUDES TOWARD SCHOOL, AND (3) TO ENRICH THEIR LIVES THROUGH CULTURAL EXPERIENCES. VOLUNTEER COLLEGE STUDENTS WORKED ON A ONE-TO-ONE BASIS WITH 26 THIRD-, FOURTH-, AND FIFTH-GRADE STUDENTS. THE PROJECT ALSO ATTEMPTED TO HEIGHTEN THE SOCIAL CONCERNS OF THESE VOLUNTEERS BY INFORMING THEM OF THE NEEDS OF THE DEPRIVED AND TO STIMULATE THEM TO CONSIDER HUMAN SERVICE CAREERS. THE PROJECT PROVIDED ACTIVITIES IN THE HOME,

NEIGHBORHOOD, AND COMMUNITY, WHICH SOMETIMES WERE RELATED TO THE CHILD'S SCHOOL EXPERIENCES. HOWEVER, THE VOLUNTEER NEVER TUTORED THE CHILD. ALTHOUGH OBJECTIVE MEASURES DID NOT SHOW CLEAR GAINS IN THE CHILDREN'S ATTITUDES AND PERFORMANCE, THEIR PARENTS FELT THAT THE VOLUNTEERS' COMPANIONSHIP AND THE CHILDREN'S NEW EXPERIENCES WERE VALUABLE. THE SOCIAL ATTITUDES OF THE VOLUNTEERS ALSO WERE AFFECTED FAVORABLY. THE FIRST PART OF THE REPORT IS DESIGNED FOR THE GENERAL READER AND THE SECOND FOR THE SPECIALIST. A SAMPLE APPLICATION FORM FOR VOLUNTEERS IS APPENDED, AND 14 TABLES SUMMARIZE THE DATA. (NH)

ED 012 718 UD 000 977

GIBBONEY, RICHARD A.
SOCIOECONOMIC STATUS AND ACHIEVEMENT IN SOCIAL STUDIES.
PUB DATE MAR 69
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ATTITUDES, *SOCIAL STUDIES UNITS, *SOCIOECONOMIC STATUS, ACADEMIC ACHIEVEMENT, ACHIEVEMENT TESTS, ATTITUDE TESTS, CAUCASIANS, CHANGING ATTITUDES, EXPERIMENTAL GROUPS, GRADE 6, LOWER CLASS, MEXICAN ATTITUDE INVENTORY, MEXICANS, MIDDLE CLASS, STUDENTS.

TWO GROUPS OF WHITE SIXTH-GRADE CHILDREN, MATCHED FOR INTELLIGENCE AND DIVIDED INTO AN UPPER-MIDDLE-CLASS GROUP (GROUP A) AND AN UPPER-LOWER-CLASS GROUP (GROUP B), WERE EXAMINED AFTER THEY HAD HAD A 6-WEEK SOCIAL STUDIES UNIT ON MEXICO TO DETERMINE THE RELATIONSHIP BETWEEN SOCIOECONOMIC STATUS, ACHIEVEMENT, AND DIRECTION OF ATTITUDE CHANGE. BOTH GROUPS HAD BEEN PRETESTED ON STANDARD TESTS AND ON THE MEXICAN ATTITUDE INVENTORY PRIOR TO THE INSTRUCTION IN THE UNIT. DIFFERENCES IN INTELLIGENCE BETWEEN THE GROUPS WERE CONTROLLED BY THE USE OF COVARIANCE IN THE ANALYSIS OF ACHIEVEMENT TEST SCORES. TO CONTROL VARIATIONS IN THE INSTRUCTION, THE EXPERIMENTER TAUGHT BOTH GROUPS. GROUP A SCORED SIGNIFICANTLY HIGHER THAN GROUP B ON THE ACHIEVEMENT TEST ADMINISTERED AFTER THE UNIT'S COMPLETION. ALTHOUGH THE ATTITUDE INVENTORY WAS NOT VALIDATED, GROUP B WAS FOUND TO HAVE MOVED SIGNIFICANTLY TOWARD REJECTION, WHILE GROUP A MOVED TOWARD ACCEPTANCE, ALTHOUGH THE TREND FOR THIS GROUP WAS NOT STATISTICALLY SIGNIFICANT. THE FINDINGS OF THE STUDY MAY REFLECT THE MANY VARIABLES THAT COULD NOT BE CONTROLLED AND WEAKNESSES IN THE TESTS AND INVENTORIES USED. THIS ARTICLE WAS PUBLISHED IN "THE ELEMENTARY SCHOOL JOURNAL," MARCH 1969. (JL)

ED 012 719 UD 002 268

HAMBURGER, MARTIN
REPORT OF THE EVALUATION STUDY OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM.
NEW YORK CITY DEPT. OF PERSONNEL,
N.Y.
PUB DATE OCT 65

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *DISADVANTAGED YOUTH, *DROPOUT PREVENTION, *PROGRAM EVALUATION, *STUDENT BEHAVIOR, *WORK STUDY PROGRAMS, ATTITUDES, CONTROL GROUPS, COOPERATIVE PROGRAMS, INTERVIEWS, MOTIVATION, MUNICIPAL COOPERATIVE EDUCATION PROGRAM, NEGROES, NEW YORK CITY, PUERTO RICANS, QUESTIONNAIRES, TESTS, VOCATIONAL EDUCATION.

A DESCRIPTIVE EVALUATION HAS BEEN MADE OF A NEW YORK CITY CO-OPERATIVE PROGRAM TO MOTIVATE POTENTIAL DROPOUTS AND TO PROVIDE THEM WITH SUPERVISED, PAID EMPLOYMENT AS AN INTEGRAL PART OF THEIR HIGH SCHOOL EXPERIENCE. THE BASIC STUDY SAMPLE WAS CONFINED TO GROUPS, BOYS AND GIRLS, IN FOUR PREDOMINANTLY NEGRO-PUERTO RICAN HIGH SCHOOLS IN NEW YORK CITY. THE PROGRAM WAS EVALUATED BY (1) INTELLIGENCE, APTITUDE, ACHIEVEMENT, AND ATTITUDE TESTS, (2) INTERVIEWS AND QUESTIONNAIRES, (3) ON-THE-JOB OBSERVATIONS, AND (4) OTHER DATA WHICH INCLUDED GRADE, DISCIPLINARY, AND ANECDOTAL INFORMATION. FOR PURPOSES OF COMPARISON, A CONTROL GROUP WAS FORMED. SIGNIFICANTLY, THE PROGRAM GROUP AVERAGED A 5.50 IQ-POINT INCREASE OVER THE 1.55 POINT INCREASE OF THE CONTROLS. THE PROGRAM GROUP IMPROVED IN GENERAL ATTITUDE, ATTENDANCE, AND OTHER NON-ACADEMIC BEHAVIOR. HOWEVER, WHILE THE NUMBER OF HIGH SCHOOL GRADUATES AMONG THE PROGRAM GROUP EXCEEDED THAT OF THE CONTROL GROUP, THEIR LEVEL OF VOCATIONAL ASPIRATION DID NOT NOTICEABLY RISE. THEIR ABSENCE ON THE JOB AND THEIR LATENESS WAS GREATER THAN THAT OF REGULAR EMPLOYEES. YET, SUCH AN INTEGRATED CURRICULUM WHICH INCORPORATES SCHOOL AND JOB EXPERIENCES IS IMPORTANT IN EDUCATING UNMOTIVATED DISADVANTAGED YOUTH. APPENDICES INCLUDE ABSTRACTS OF INTERVIEWS AND DATA ON THE PROGRAM PARTICIPANTS, CONTENT OF THE PROGRAM, AND ADMINISTRATIVE CONCERNS. (LB)

ED 012 720 UD 002 426

COHEN, S. ALAN
SOME CONCLUSIONS ABOUT TEACHING READING TO SOCIALLY DISADVANTAGED CHILDREN AND YOUTH.
PUB DATE APR 66
EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *DISADVANTAGED YOUTH, *READING INSTRUCTION, *REMEDIATION, *RETARDED READERS, BEGINNING READING, INDIVIDUAL INSTRUCTION, KIAMESHA LAKE, PHONICS, READING DEVELOPMENT, READING DIFFICULTY, TEACHING METHODS.

BASED ON "COLD DATA," SOME CONCLUSIONS ABOUT THE PROBLEMS OF TEACHING READING TO SOCIALLY DISADVANTAGED CHILDREN ARE LISTED AND BRIEFLY DISCUSSED. AMONG THEM ARE THE FOLLOWING--(1) MOST OF THESE CHILDREN ARE RETARDED READERS, BUT THEY LEARN TO READ IN SPITE OF, AND PRIOR TO THE SOLUTION OF, THEIR PSYCHOSOCIAL PROBLEMS. (2) WORD ATTACK SKILLS INCLUDING PHONICS SHOULD BE PART OF THE INSTRUCTION IN REMEDIAL READING PROGRAMS FOR THESE CHILDREN. (3) BECAUSE THEY TEND TO BE VISUAL RATHER THAN AUDITORY READERS, THEY SHOULD BE

GIVEN LINGUISTIC-PHONIC INSTRUCTION AS EARLY AS BEGINNING READING PROGRAMS, (4) BECAUSE THESE CHILDREN HAVE DIFFERENT LEARNING STYLES, THE CONTENT, LEVEL, AND RATE OF THEIR LEARNING SHOULD BE ADJUSTED TO MEET THEIR INDIVIDUAL NEEDS, AND (5) TEACHERS DO NOT KNOW ABOUT NEW AND APPROPRIATE MATERIALS AND METHODS FOR TEACHING THESE CHILDREN. THIS PAPER WAS PRESENTED AT THE NEW YORK STATE ENGLISH TEACHERS COUNCIL (KIAMESHA LAKE, NEW YORK, APRIL 22, 1966). (JL)

ED 012 721

UD 002 451

DEUTSCH, MARTIN
THE DISADVANTAGED CHILD AND THE LEARNING PROCESS.

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.76 19P.

DESCRIPTORS *CHILD DEVELOPMENT, *DISADVANTAGED YOUTH, *LEARNING PROCESSES, ACADEMIC FAILURE, CULTURAL DISADVANTAGEMENT, ENVIRONMENTAL INFLUENCES, LANGUAGE DEVELOPMENT, LEARNING READINESS, PERCEPTUAL DEVELOPMENT, PSYCHOLOGICAL CHARACTERISTICS.

THE LOWER-CLASS CHILD COMES TO SCHOOL WITH FEW OF THE SKILLS NECESSARY TO MEET SCHOOL DEMANDS THAT HIS INITIAL FAILURE IS ALMOST INEVITABLE, AND THE SCHOOL EXPERIENCE BECOMES NEGATIVELY RATHER THAN POSITIVELY REINFORCED. THIS POOR PREPARATION IS THE RESULT OF SUCH "MACROSCOPIC" FACTORS AS SUBSTANDARD HOUSING, UNSTABLE FAMILY LIFE, LACK OF OPPORTUNITY FOR INDIVIDUATION, AND SCARCITY OF SUCH OBJECTS AS TOYS, PENCILS, AND BOOKS, WHICH ARE THE TOOLS OF LEARNING IN THE SCHOOL. IT ALSO IS THE RESULT OF PSYCHOLOGICAL FACTORS IN THE ENVIRONMENT, REDUCED "VARIETY OF INPUT" AND STIMULUS DEPRIVATION RELATIVE TO HIS MATURATIONAL CAPACITY MAY LEAVE THE LOWER-CLASS CHILD DEFICIENT IN (1) PERCEPTUAL DISCRIMINATION, (2) ATTENTIONAL MECHANISMS, (3) EXPECTATION OF REWARD FOR COMPLETED TASKS, AND (4) THE ABILITY TO USE ADULTS AS SOURCES OF INFORMATION, ALL OF WHICH ARE SKILLS REQUIRED FOR LEARNING IN SCHOOL. IN THE NONVERBAL SLUM HOME, THE CHILD ALSO MAY FAIL TO ACQUIRE A LANGUAGE-CONCEPT SYSTEM AND FACTUAL KNOWLEDGE ABOUT HIMSELF EQUAL TO THE MIDDLE-CLASS CHILD'S. RESEARCH SUGGESTS THAT EARLY INTERVENTION IN LANGUAGE AREAS, PERHAPS PRECEDED BY AN EMPHASIS ON PERCEPTUAL TRAINING, CAN FACILITATE THE TRANSITION FROM HOME TO SCHOOL. THE SCHOOL SHOULD ALSO DEVISE A PLAN TO INSURE THAT EACH CHILD CAN MEET ITS REQUIREMENTS. THIS ARTICLE WAS PUBLISHED IN "EDUCATION IN DEPRESSED AREAS," A BOOK EDITED BY A.H. PASSOW AND PUBLISHED BY TEACHERS COLLEGE PRESS, COLUMBIA UNIVERSITY, 525 WEST 120TH STREET, NEW YORK, NEW YORK 10027. (JG)

ED 012 722

UD 002 730

SEGALMAN, RALPH
THE IMMIGRANT POOR AND THE RESIDUAL POOR.

PUB DATE APR 66

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *CULTURAL DIFFERENCES, *ECONOMICALLY DISADVANTAGED, *ETHNIC GROUPS, *IMMIGRANTS, *NEGROES, ACCULTURATION, AMERICAN INDIANS, COMMUNITY ROLE, EDUCATION, EMPLOYMENT PATTERNS, FAMILY PROBLEMS, FAMILY STRUCTURE, MEXICAN AMERICANS, MIDDLE CLASS VALUES, POWER STRUCTURE, PUERTO RICANS, RELIGION, SELF CONCEPT, SOCIAL ATTITUDES, SOCIAL VALUES.

AN ANALYSIS OF THE LIVES OF THE POOR IN AMERICA WILL SHOW DIFFERENCES BETWEEN THE IMMIGRANT (AND REFUGEE) POOR AND THE RESIDUAL POOR (NEGROES, PUERTO RICANS, LATIN AMERICANS, INDIANS, AND OTHERS). THE IMMIGRANT POOR WERE ACCULTURATED AND ABSORBED INTO THE MAINSTREAM OF AMERICAN LIFE WITHIN THREE GENERATIONS, WHEREAS THE RESIDUAL POOR HAVE BEEN DETERRED FROM DOING SO BY POLITICAL AND SOCIOECONOMIC CONDITIONS. THE TWO GROUPS HAVE DIFFERENT FAMILY STRUCTURES, EMPLOYMENT PATTERNS, ATTITUDES TOWARD THE COMMUNITY, AND SELF-CONCEPTS, AND RELIGION PLAYS A DIFFERENT ROLE IN THEIR LIVES. THEY HAVE DIFFERENT VALUES ABOUT MONEY, CREDIT, AND TIME, AND ALSO REFLECT THEIR DIFFERENCES IN THEIR CHOICE OF HOUSING AND CLOTHING. BECAUSE IMMIGRANTS SOUGHT AND VALUED EDUCATION, THEIR CHILDREN CAME TO SCHOOL WITH READINESS ABILITIES. THE RESIDUAL POOR HAVE DEVALUED EDUCATION. THUS, THEIR CHILDREN HAVE INADEQUATE SCHOOL PREPARATION. IN EACH CASE, EDUCATION IS A SELF-FULFILLING PROPHECY—ONE GROUP HAS ACHIEVED WELL WHILE THE OTHER CONTINUES TO FAIL. THE ALIENATION OF CERTAIN ELEMENTS OF THE POOR CAN BE UNDERSTOOD WITHIN THE FRAMEWORK OF PARSONS' "ACTOR-ACTED UPON" CONCEPT—THE IMMIGRANT WAS AN "ACTOR" AND THE RESIDUAL IS PASSIVELY "ACTED UPON." MOST OF THE DISCUSSION IS SUMMARIZED IN CHARTS WHICH COMPARE THE TWO GROUPS. THIS PAPER WAS PRESENTED AT THE SOUTHERN SOCIOLOGICAL ASSOCIATION MEETING (APRIL 5, 1966). (NH)

ED 012 723

UD 002 750

BURNETT, NATHAN L. AND OTHERS
RESEARCH STUDY (A STUDY OF THE PROBLEMS OF INTEGRATION IN NEW YORK CITY PUBLIC SCHOOLS SINCE 1955).

URBAN LEAGUE OF GREATER NEW YORK, N.Y.

PUB DATE SEP 63

EDRS PRICE MF-\$0.50 HC-\$5.00 125P.

DESCRIPTORS *EDUCATIONAL OPPORTUNITIES, *INTEGRATION STUDIES, *SCHOOL INTEGRATION, *URBAN SCHOOLS, ACHIEVEMENT, CAUCASIANS, CENTRAL ZONING UNIT, CLASS SIZE, COMPARATIVE ANALYSIS, EDUCATIONAL FACILITIES, EDUCATIONAL PROGRAMS, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOLS, HIGHER HORIZONS, HUMAN RELATIONS UNIT, JUNIOR HIGH SCHOOLS, NEGROES, NEW YORK CITY, OPEN ENROLLMENT, PUERTO RICANS, RACIAL BALANCE, SCHOOL ZONING, TABLES (DATA).

THE STATUS OF EDUCATIONAL OPPORTUNITIES IN PREDOMINANTLY NEGRO AND PUERTO RICAN SCHOOLS IN NEW YORK CITY AND THE EXTENT OF INTEGRATION IN THE SCHOOL SYSTEM ARE

REVIEWED IN THIS RESEARCH REPORT. THE DATA PRESENTED IN THE REPORT COVER THE PERIOD FROM 1955 TO 1963. THE DISCUSSION OF THE FINDINGS OF THE STUDY INCLUDES THE FOLLOWING INFORMATION—(1) A BRIEF HISTORY OF DESEGREGATION EFFORTS IN THE NEW YORK CITY SCHOOLS, (2) A DISCUSSION OF THE ISSUES OF PUBLIC EDUCATION AND EQUAL EDUCATIONAL OPPORTUNITIES, (3) A DESCRIPTION OF FOUR PROGRAM DEVELOPMENTS AND A LISTING OF OTHERS, AND (4) A REPORT ON THE PRESENT CLASS SIZES, ACHIEVEMENT LEVELS, AND AVAILABLE SPECIAL SERVICES IN THE SCHOOLS. RECOMMENDATIONS ARE MADE FOR REVISING SOME OF THE PRACTICES IN THE SCHOOL SYSTEM TO AVOID WHAT ARE CONSIDERED TO BE ALARMING TRENDS. MOST OF THE FINDINGS OF THIS STUDY ARE PRESENTED IN THE APPENDIXES. (JL)

ED 012 724

UD 003 020

HENDERSON, VIVIAN W.

THE ECONOMIC STATUS OF NEGROES IN THE NATION AND IN THE SOUTH. TOWARD REGIONAL REALISM, NUMBER 3. SOUTHERN REGIONAL COUNCIL, ATLANTA, GA.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *ECONOMIC STATUS, *NEGROES, *SOUTHERN STATES, CAUCASIANS, COMPARATIVE STATISTICS, ECONOMIC DISADVANTAGEMENT, EDUCATIONAL DISCRIMINATION, EMPLOYMENT, EMPLOYMENT OPPORTUNITIES, EQUAL OPPORTUNITIES (JOBS), INCOME, MANPOWER UTILIZATION, NEGRO EMPLOYMENT, OCCUPATIONS, POPULATION TRENDS, RACIAL SEGREGATION, TABLES (DATA), UNEMPLOYMENT, URBAN IMMIGRATION, VOCATIONAL EDUCATIONAL EDUCATION, WAGES.

THE SOUTH AND THE NEGRO ARE THE MOST DEPRESSED SEGMENTS OF THE ECONOMY AND THE POPULATION, AND IMPORTANTLY, THE EXTENT TO WHICH NEGROES ARE ABSORBED INTO THE ECONOMY WILL DETERMINE THE PACE WITH WHICH THE SOUTH REACHES PARITY OF INCOME LEVEL WITH THE REST OF THE NATION. IN COMPARISON WITH WHITES, NEGROES HAVE GAINED ONLY SLIGHTLY IN INCOME AND DOLLAR GAP, EMPLOYMENT, OCCUPATIONS, AND MANPOWER UTILIZATION. THE FINDINGS OF STUDIES OF THE EMPLOYMENT SITUATION OF NEGROES ALSO POINT UP THE CUMULATIVE EFFECTS OF SEGREGATED EDUCATION AND DISCRIMINATION ON EMPLOYMENT. THE INADEQUACIES OF A SEGREGATED EDUCATION ALSO CREATE AN INADEQUATE FLOW OF MANPOWER FOR THE FEW JOBS THAT ARE AVAILABLE. IN GENERAL, VOCATIONAL AND TECHNICAL TRAINING FOR NEGROES APPEARS TO BE LIMITED TO TRADES WHICH SERVE THEIR OWN RACE OR TO OBSOLETE INDUSTRIES. NEGROES ARE NOT BEING TRAINED FOR INDUSTRIES WITH GROWING MANPOWER NEEDS. LIKE ELECTRONICS, TOOL DESIGN, OR BUILDING TRADES. MAJOR "REVOLUTIONARY" CHANGES IN THE MANPOWER UTILIZATION AND DEVELOPMENT OF NEGROES ARE NEEDED TO IMPROVE THEIR SITUATION. THE INFLUENCE OF PUBLIC POLICY ON THE DESEGREGATION OF SCHOOLS, HOUSING, AND PUBLIC FACILITIES, AND ON EQUAL EMPLOYMENT OPPORTUNITY, IS INTEGRALLY RELATED TO IMPROVING THE NEGRO'S ECONOMIC

POSITION. TWENTY-FOUR TABLES SUMMARIZE DATA ON POPULATION DISTRIBUTION, INCOME AND SALARY, AND OCCUPATIONS AMONG NEGROES AND WHITES IN THE SOUTH AND IN THE NATION. (NH)

ED 012 725 UD 003 758

GOLDBERG, GERTRUDE S.

THE MOYNIHAN REPORT AND ITS CRITICS—WHICH SIDE ARE YOU ON.

YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.56 14P.

DESCRIPTORS *FAMILY (SOCIOLOGICAL UNIT), *FAMILY STRUCTURE, *ILLEGITIMACY, *MARITAL INSTABILITY, *NEGROES, *SOCIOCULTURAL PATTERNS, ADOPTION, AID TO FAMILIES WITH DEPENDENT CHILDREN, BIBLIOGRAPHIES, CAUCASIANS, COMPARATIVE ANALYSIS, EMPLOYMENT, FAMILY PROBLEMS, FATHERLESS FAMILY, INCOME, LOWER CLASS, MOYNIHAN REPORT, NEW YORK CITY, PREGNANCY, SLAVERY, SOCIAL PROBLEMS, SOCIALLY DEVIANT BEHAVIOR, SOCIOECONOMIC INFLUENCES, SOCIOLOGY, STATISTICAL DATA.

IN THIS CRITICISM, THE SOCIOCULTURAL VIEWPOINT OF THE MOYNIHAN REPORT IS CONTRASTED WITH THE MORE STRUCTURAL APPROACH OF OTHER ANALYSES OF NEGRO FAMILY PATTERNS. THE FORMER EMPHASIZES THE PATHOLOGICAL IN NEGRO FAMILY LIFE, THE LATTER THE SOCIAL CONDITIONS WHICH AFFECT THE FAMILY. STUDENTS OF THE NEGRO FAMILY HAVE NOTED THAT THE PARTICULAR PATTERN OF FAMILY INSTABILITY WHICH THE REPORT STRESSES MAY BE THE BEST ADAPTATION POSSIBLE UNDER CONDITIONS OF SOCIOECONOMIC DEPRIVATION. THEY ALSO SAY THAT LOW-INCOME NEGRO FAMILIES HAVE MANY STRENGTHS AND THAT 75 PERCENT ARE INTACT. THE REPORT STATES THAT THE HIGH RATE OF ILLEGITIMACY AMONG NEGROES IS A FACTOR IN FAMILY INSTABILITY, BUT CRITICS POINT OUT THAT THIS SOCIAL PROBLEM HAS TO BE STUDIED MORE THOROUGHLY TO ESTABLISH ITS ETIOLOGY AND ACTUAL RELATIONSHIP TO INSTABILITY. SUCH FACTORS AS DIVERGENT CLASS VALUES ABOUT LEGITIMACY AND THE CONNECTION BETWEEN INCOME LEVEL AND CONTRACEPTION MUST BE CONSIDERED. THE REPORT, IN SHORT, ATTRIBUTES THE "PATHOLOGY" IN THE NEGRO FAMILY TO RACIAL AND HISTORICAL VARIABLES RATHER THAN SOCIOECONOMIC ONES. THIS ARTICLE WAS PUBLISHED IN THE "IRCD BULLETIN," VOLUME 2, NUMBER 3, MAY 1966, BY THE INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED. INCLUDED IS "DEBATE WITH MOYNIHAN CONTINUES" (IRCD BULLETIN, VOLUME 3, NUMBER 2, MARCH 1967), A RESPONSE TO DR. MOYNIHAN'S ARTICLE IN THE FEBRUARY 1967 ISSUE OF "COMMENTARY" IN WHICH HE CRITICIZES THIS EVALUATION OF THE REPORT. (NH)

ED 012 726 UD 003 842

BENJAMIN, RUTH

TRAINING IN ITALY.

SCIENTIFIC RESOURCES INC., UNION, N.J.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *JOB TRAINING, *MANPOWER

DEVELOPMENT, *OCCUPATIONAL GUIDANCE, *TRADE AND INDUSTRIAL EDUCATION, ECONOMIC FACTORS, EDUCATIONAL POLICY, EMPLOYMENT PROGRAMS, INDUSTRY, ITALY, JOB PLACEMENT, JOB SKILLS, NONPROFESSIONAL PERSONNEL, UNION, UNITED STATES, URBAN IMMIGRATION, YOUTH.

ITALY AND AMERICA, WHICH HAVE SIMILAR PATTERNS OF URBAN IMMIGRATION, FACE THE CHALLENGES OF EFFICIENTLY MAKING UNTRAINED MANPOWER INDUSTRIALLY PRODUCTIVE AND REDUCING POVERTY. THUS, THE UNITED STATES MIGHT WELL HEED ITALY'S RESPONSE TO THAT CHALLENGE BY ESTABLISHING A NATIONAL SYSTEM OF VOCATIONAL TRAINING SCHOOLS WHICH, THROUGH CLOSE COOPERATION BETWEEN MAJOR INDUSTRIES AND THE SCHOOLS, GEARS ITSELF TO PROVIDING ACTUAL JOB OPPORTUNITIES. IN THIS SYSTEM, AT ABOUT THE EIGHTH GRADE, STUDENTS IN ITALIAN SCHOOLS ARE CAREFULLY ADVISED BY PROFESSIONALLY TRAINED VOCATIONAL COUNSELORS AND SUBSEQUENTLY PLACED IN CENTERS WHERE THEY ARE TAUGHT SKILLS FOR JOBS WHICH WILL BE AVAILABLE TO THEM. HENCE, THEY ARE VIRTUALLY GUARANTEED GAINFUL EMPLOYMENT. THE EMPHASIS IN THIS TRAINING PROGRAM IS ON TEACHING THE STUDENT SPECIFIC SKILLS RATHER THAN ON COMPENSATING FOR HIS CULTURAL BACKGROUND. IF THE UNITED STATES WERE TO FOLLOW ITALY'S EXAMPLE IN ALLOWING PRIVATE INDUSTRY TO PARTICIPATE MORE IN SUCH TRAINING PROGRAMS, CRUCIAL NEEDS OF THE WORKER, AND ALSO THE MANPOWER REQUIREMENTS OF AN INDUSTRIAL SOCIETY, MIGHT BE MORE EFFECTIVELY MET. AND, SINCE FULL NATIONAL EMPLOYMENT WOULD INCREASE CONSUMER CONSUMPTION AND DEMAND, POVERTY MIGHT BE SIGNIFICANTLY REDUCED. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON TRAINING THE NONPROFESSIONAL (WASHINGTON, D.C., MARCH 15-16, 1967). (LB)

ED 012 727 UD 003 849

EDWARDS, G. FRANKLIN

COMMUNITY AND CLASS REALITIES—THE ORDEAL OF CHANGE.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *GHETTOS, *NEGROES, *RACIAL DISCRIMINATION, *RACIAL INTEGRATION, *RACIAL SEGREGATION, COMMUNITY, ECONOMIC DISADVANTAGEMENT, EDUCATION, EMPLOYMENT LEVEL, FAMILY LIFE, FEDERAL COURT LITIGATION, FEDERAL GOVERNMENT, FEDERAL LEGISLATION, SOCIAL CHANGE, SOCIAL CLASS, SOCIAL ISOLATION.

IN CONTRAST WITH THE BASIC SOCIALIZATION PROCESS AND ACCULTURATION OF THE IMMIGRANT, THE NEGRO STILL IS MORALLY AND SOCIALLY ISOLATED FROM SOCIETY. ALTHOUGH CHANGES TOWARD MORE EQUALITY FOR THE NEGRO WILL OCCUR, THEY WILL BE DIFFICULT TO BRING ABOUT. THE GHETTO, WHICH ISOLATES THE NEGRO, PERSISTS BECAUSE OF THE VAST PROFITS THAT WHITE REALTORS DERIVE FROM IT, THE FAILURE OF URBAN RENEWAL PROGRAMS, THE NATURE OF THE HOUSING MARKET FOR MINORITY GROUPS, AND THE DESIRE OF NEGROES FOR GROUP COHESION. THE MAJOR INSTITUTIONAL

IMPEDIMENTS TO "RECONCILIATION" ARE THE ATYPICAL STRUCTURAL AND INTERACTIONAL FEATURES OF THE NEGRO FAMILY—THE ONE-SPOUSE HOUSEHOLDS, LOW EDUCATIONAL LEVELS, UNDEREMPLOYMENT, AND POVERTY. THERE IS AMONG NEGROES, HOWEVER, CLASS AND STATUS DIFFERENTIATION, AND SOME ARE BEGINNING TO ACHIEVE MORE MIDDLE-CLASS OCCUPATIONS AND NOW HAVE GREATER OPPORTUNITIES FOR PROFESSIONAL TRAINING. THE FORCES INHIBITING CHANGE ARE OPPOSITION BY WHITES, THE ACCUMULATED DISADVANTAGE SUFFERED BY NEGROES, AND MANY NEGROES' VESTED INTERESTS IN AND AMBIVALENCE ABOUT DESSEGREGATION. THE MOST SIGNIFICANT INFLUENCES IN DETERMINING THE PATTERN AND SPEED OF CHANGE ARE THE DECISIONS OF THE FEDERAL COURTS, EXECUTIVE ORDERS, AND LEGISLATION, ALL OF WHICH NOW ENFORCE CIVIL RIGHTS. (NH)

ED 012 728 UD 003 850

FISCHER, JOHN H.

RACE AND RECONCILIATION—THE ROLE OF THE SCHOOL.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.92 23P.

DESCRIPTORS *NEGROES, *RACIAL BALANCE, *SCHOOL INTEGRATION, *SCHOOLS, COMPENSATORY EDUCATION, CULTURALLY DISADVANTAGED, EDUCATIONAL COMPLEXES, EDUCATIONAL FACILITIES, NEIGHBORHOOD SCHOOLS, OPEN ENROLLMENT, RACIAL INTEGRATION, RACIAL SEGREGATION, SCHOOL REDISTRICTING, SELF CONCEPT, SLUM SCHOOLS.

THE SCHOOLS OFFER THE GREATEST PROMISE FOR ACHIEVING RACIAL INTEGRATION IN AMERICAN SOCIETY. ALTHOUGH IT IS WRONG TO ARGUE THAT NO NEGRO SCHOOL IS GOOD UNLESS WHITE CHILDREN ARE BROUGHT INTO IT, THE FACT IS THAT SEGREGATED SCHOOLS DO PRODUCE A NEGATIVE SELF-IMAGE AND LOW MOTIVATION. COORECTIVE EFFORTS TO BALANCE THE SCHOOL RACIALLY MUST NOT BE COLORBLIND AND MUST BE PURSUED ENERGETICALLY. TESTS OF IMBALANCE SHOULD DETERMINE HOW THE SCHOOL IS VIEWED BY THE COMMUNITY AND WHETHER A CROSS-SECTION OF THE STUDENTS IN THE SCHOOL REPRESENTS THE PROPORTION OF THE VARIOUS RACIAL GROUPS IN THE SCHOOL DISTRICT. THE MOST WIDELY USED SCHEME FOR INTEGRATION IS OPEN ENROLLMENT, BUT PAIRING, REZONING, THE EDUCATIONAL COMPLEX, AND THE EDUCATIONAL PARK ARE OTHER TECHNIQUES. HOWEVER, THE NEIGHBORHOOD SCHOOL IDEA IS WELL ENTRENCHED, BUT IT MUST BE JETTISONED BECAUSE IT IS A MAJOR IMPEDIMENT TO INTEGRATION. THE INCREASING SOCIAL STRATIFICATION OF PUBLIC SCHOOLS IS A SERIOUS SOCIAL PROBLEM WHICH HAS FOLLOWED THE GROWTH OF WHITE SUBURBS. BECAUSE INTEGRATION MIGHT BE IMPOSSIBLE OR UNEFEASIBLE IN SOME AREAS, INTENSIVE EFFORTS TO IMPROVE SEGREGATED SLUM SCHOOLS ARE NEEDED. THESE MEASURES SHOULD INCLUDE REMEDIAL, ENRICHMENT, AND COMPENSATORY PROGRAMS. (NH)

ED 012 729 UD 003 851

DENTLER, ROBERT A.

BARRIERS TO NORTHERN SCHOOL DESEGREGATION.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.84 21P.

DESCRIPTORS *NEGROES, *NORTHERN SCHOOLS, *RACIAL INTEGRATION, *SCHOOL INTEGRATION, *URBAN SCHOOLS, DEMONSTRATIONS (CIVIL), EDUCATIONAL FACILITIES, GHETTOS, POWER STRUCTURE, RACIAL BALANCE, SCHOOL SEGREGATION, SCHOOL SUPERINTENDENTS, SOCIAL STATUS, SOCIAL STRUCTURE.

UNLESS THE RATE OF INTEGRATION IN NORTHERN SCHOOLS IN LARGE CITIES ACCELERATES, THERE WILL BE EXTENSIVE URBAN SEGREGATION UNTIL AT LEAST THE MID-21ST CENTURY. HOWEVER, DATA FROM SMALLER CITIES SHOW THAT THERE SEEM TO BE "UNIFORM" CONDITIONS WHICH FAVOR DESEGREGATION-NEGRO PROTEST ACTION, STIMULUS FROM EXTRA-LOCAL AUTHORITY, AND A LESS HIGHLY STRATIFIED RELIGIOUS OR RACIAL CLASS STRUCTURE. BUT THE CASE HISTORY OF "LITTLE CITY" ILLUSTRATES HOW THE ATTITUDE STRUCTURE OF BOTH RACES IMPEDES INTEGRATION. IN THE BIG CITIES, TECHNICAL SOLUTIONS TO THIS PROBLEM CAN BE BASED ON RATIONAL PUPIL ASSIGNMENT, REVISED BUILDING PLANS WHICH MAY INVOLVE PUPIL TRANSPORTATION, AND EDUCATIONAL PARKS. THESE SOLUTIONS ARE AVAILABLE BUT ARE RESISTED. IT IS SIGNIFICANT THAT NOT A SINGLE BIG CITY SCHOOL SUPERINTENDENT HAS MADE AN EMPHATIC COMMITMENT TO DESEGREGATION, A POSITION WHICH WOULD BE EXCEEDINGLY INFLUENTIAL. PRESERVATION OF THE "STATUS QUO" POWER STRUCTURE IS THE MAJOR MOTIVATION FOR OPPOSITION TO CHANGE AND IS RELATED TO POLITICAL AND EDUCATIONAL BUREAUCRATIC INTERESTS. CHANGE IMPLIES GREAT POLITICAL RISKS BUT WILL PROBABLY OCCUR IN MOST OF THE LARGE NORTHERN CITIES AS A RESULT OF THE FISCAL PRESSURES OF MAINTAINING GHETTO SCHOOLS AND AS SUPERINTENDENTS BEGIN TO ESPOUSE RACIAL BALANCE. (NH)

ED 012 730

UD 003 855

ERIKSON, ERIK H.

THE CONCEPT OF IDENTITY IN RACE RELATIONS-NOTES AND QUERIES.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.56 39P.

DESCRIPTORS *NEGROES, *PERSONALITY DEVELOPMENT, *RACE RELATIONS, *SELF ACTUALIZATION, *SELF CONCEPT, AMERICAN CULTURE, FAMILY ATTITUDES, MALES, MIDDLE CLASS CULTURE, NEGRO CULTURE, NEGRO MOTHERS, NEGRO STEREOTYPES, SOCIOCULTURAL PATTERNS.

DISCUSSED IN THIS SERIES OF "NOTES AND QUERIES" ARE VARIOUS ASPECTS OF IDENTITY, PARTICULARLY THE IDENTITY OF THE NEGRO. HELPFUL IN UNDERSTANDING NEGRO IDENTITY IS THE EXPRESSION BY NEGRO AUTHORS OF THEIR NEGATIVE IDENTITY (INVISIBILITY, NAMELESSNESS, AND FACELINESS), INTERPRETED HERE AS A DEMAND TO BE HEARD, SEEN, RECOGNIZED, AND FACED AS INDIVIDUALS RATHER THAN AS MEN MARKED BY THEIR COLOR AND STEREOTYPES. THESE AUTHORS ARE SEEN TO BE TRYING TO LIBERATE THEIR "SURRENDERED IDENTITIES." COMPLICATIONS RELATED TO UNDERSTANDING NEGRO IDENTITY, WHICH

MIGHT BE CLARIFIED BY THE CONCEPT OF NEGATIVE IDENTITY, ARE-(1) THE HIERARCHY OF CULTURALLY RELATED POSITIVE AND NEGATIVE ELEMENTS IN EACH INDIVIDUAL'S PSYCHOSOCIAL IDENTITY, (2) THE FUSION OF NEGATIVE IMAGES PRESENTED BY THE MAJORITY INTO THE NEGATIVE IDENTITY OF THE OPPRESSED AND EXPLOITED, AND (3) THE VESTED INTEREST OF THE OPPRESSOR IN THE NEGATIVE IDENTITY OF THE OPPRESSED. THE POSITIVE AND NEGATIVE ELEMENTS WITHIN THE NEGRO PERSONALITY AND THE COMMUNITY ARE NOT KNOWN COMPLETELY, AND THE QUESTION ARISES WHETHER THE NEGRO'S NEGATIVE IDENTITY CAN BE DEFINED ONLY IN TERMS OF HIS DEFENSIVE ADJUSTMENT TO THE DOMINANT WHITE MAJORITY. IT IS FELT THAT IT IS FROM THE "WIDER" ASPECTS OF IDENTITY AVAILABLE THROUGHOUT THE CULTURE THAT THE NEGRO WILL FIND HIS OWN IDENTITY. (JL)

ED 012 731

UD 003 856

RAINWATER, LEE

CRUCIBLE OF IDENTITY-THE NEGRO LOWER-CLASS FAMILY.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.56 47P.

DESCRIPTORS *FAMILY (SOCIOLOGICAL UNIT), *LOWER CLASS, *NEGROES, *SELF ACTUALIZATION, *SELF CONCEPT, ADOLESCENCE, CHILDREN, FAMILY STRUCTURE, GHETTOS, MARITAL INSTABILITY, MARRIAGE, NEGRO CULTURE, SOCIAL DEVELOPMENT, SOCIAL DISCRIMINATION, SOCIAL STRUCTURE, UNWED MOTHERS, URBAN ENVIRONMENT, URBAN SLUMS.

THE "TANGLE OF PATHOLOGY" IN THE NEGRO GHETTO AND THE FAMILY'S ROLE IN IT ARE ADAPTATIONS TO CONDITIONS CREATED BY A DOMINANT WHITE CASTE. THE NEGRO "VICTIMIZES" HIMSELF AND OTHER NEGROES, A PROCESS SEEN MOST CLEARLY WITHIN THE FAMILY IN WHICH THE VICTIMIZATION PROCESS BOTH PREPARES THE INDIVIDUAL FOR GHETTO LIFE AND IMPEDES FUNCTIONING IN OTHER ENVIRONMENTS. THE CASTE SYSTEM IS THE MALEFACTOR, NOT THE FAMILY PER SE. MOST NEGRO WOMEN MARRY EARLY, HAVE MORE THAN ONE PERMANENT MATE, AND HEAD THE HOUSEHOLDS OF 47 PERCENT OF POOR, URBAN NEGRO FAMILIES. ALTHOUGH SEEING THEIR OWN FAMILY STRUCTURE AS THE ONLY VIABLE ONE UNDER THE CIRCUMSTANCES, NEGROES RECOGNIZE ITS DIFFERENCE FROM FAMILY LIFE IN THE REST OF SOCIETY. STUDIES TRACING THE PATTERN OF LIFE FROM ADOLESCENCE TO MATING AND FAMILY FORMATION SHOW THE BASES FOR MALE AND FEMALE ROLE MODELS WITH THEIR INHERENT IDENTITY PROBLEMS. THE PARENTS IN A NEGRO FAMILY VIEW HUMAN NATURE AS BAD, DESTRUCTIVE, AND IMMORAL. THEREFORE, IN THE COURSE OF HIS DEVELOPMENT OF AN IDENTITY, THE CHILD SEES HIMSELF AS BAD IN A HOSTILE, DESTRUCTIVE WORLD. TO SURVIVE IN THE NEGRO GHETTO, INDIVIDUALS DEVELOP A MANIPULATIVE-EXPRESSIVE LIFE STYLE, A STRATEGY OF VIOLENCE, AND A CONSTRUCTION OF LIMITED GOALS. REMEDIES TO INCREASE THE NEGRO'S SELF-ESTEEM AND ENHANCE HIS IDENTITY REQUIRE DRASTIC SOCIOECONOMIC, POLITICAL, LEGAL, AND EDUCATIONAL CHANGES, INITIATED PRIMARILY BY THE WHITE SOCIETY. (NH)

ED 012 732

UD 003 859

HANDLIN, OSCAR

THE GOALS OF INTEGRATION.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.84 21P.

DESCRIPTORS *NEGROES, *RACIAL BALANCE, *RACIAL INTEGRATION, *SOCIAL DIFFERENCES, CIVIL RIGHTS, EDUCATION, EDUCATIONAL DISADVANTAGEMENT, NORTHERN STATES, POLITICAL POWER, RACISM, SLAVERY, SOUTHERN STATES, URBAN ENVIRONMENT, URBAN IMMIGRATION.

THE LACK OF CLEARLY DEFINED GOALS WITHIN THE CIVIL RIGHTS MOVEMENT IS IMPEDING ITS TACTICS AND MOMENTUM. THE STATED GOAL OF INTEGRATION ACTUALLY HAS TWO ALTERNATIVE INTERPRETATIONS-FULL LEGAL EQUALITY AND RACIAL BALANCE. THE NEWER STRESS ON RACIAL BALANCE RESTS ON THE FALLACIOUS ASSUMPTIONS THAT THE NEGRO'S SITUATION IS UNIQUE BECAUSE OF SLAVERY AND COLOR, AND THAT ONLY MASSIVE GOVERNMENTAL ACTION CAN COUNTERACT THE DEEPLY INGRAINED AMERICAN RACISM. ACTUALLY, THE NEGRO'S CURRENT DISADVANTAGE IS A RESULT OF THE PROBLEMS OF URBANIZATION AND ACCULTURATION WHICH THE NEGRO SHARES WITH OTHER IMMIGRANTS, AND THE IMPORTANCE OF COLOR DEPENDS UPON THE SOCIAL ASSESSMENT OF IT, WHICH VARIES WITH THE TIMES. SOUTHERN INEQUALITY MUST BE UNDERSTOOD AS A PATHOLOGICAL ADJUSTMENT TO THE SOCIAL DYSFUNCTION FOLLOWING ABOLITION, WHEREAS NORTHERN INEQUALITY DERIVES FROM INFORMAL ASSOCIATIONS OF GROUPS ACCORDING TO KINSHIP OR COMMUNITY. INTEGRATION AS AN "ELIMINATION OF DISTINCTIVENESS" IS IRRELEVANT TO THE POLITICAL AND ECONOMIC PLIGHT OF NEGROES, MOST OF WHOM ARE CONCERNED WITH DESEGREGATED EQUALITY, NOT WITH INTEGRATION. SEPARATENESS SHOULD NOT BE OBLITERATED, BECAUSE DOING SO WOULD DESTROY THE VERY NEGRO INSTITUTIONS WHICH THROUGH A FOCUS ON GROUP INTERESTS AND THE DEVELOPMENT OF LEADERSHIP CAN HELP THE RACE TOWARD SOLUTIONS OF THEIR PROBLEMS. (NH)

ED 012 733

UD 003 860

NOTES FROM THE ACADEMY, TRANSCRIPT OF THE AMERICAN ACADEMY CONFERENCE ON THE NEGRO AMERICAN (MAY 14-15, 1965).

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$6.28 157P.

DESCRIPTORS *CIVIL RIGHTS, *ECONOMIC DISADVANTAGEMENT, *FAMILY (SOCIOLOGICAL UNIT), *NEGROES, *UNEMPLOYMENT, AMERICAN ACADEMY OF ARTS AND SCIENCES, BUSINESS RESPONSIBILITY, CHURCH ROLE, CONFERENCE REPORTS, LEADERSHIP, NEGRO BUSINESSES, NEGRO EDUCATION, POLITICAL POWER, RACIAL ATTITUDES, RACIAL INTEGRATION, SOCIAL DISCRIMINATION, SOCIAL STRUCTURE.

TO CLARIFY AND FIND STRATEGIES TO ERADICATE THE PROBLEMS OF THE NEGRO IN AMERICA, THE PARTICIPANTS AT THIS CONFERENCE DISCUSSED THE SPECIFIC PAPERS PRESENTED AND THE IDEAS THAT THEY GENERATED. AMONG THE MAIN PROBLEMS DISCUSSED WERE WHETHER NEGRO COLOR WAS A UNIQUE STIGMA REQUIRING LEGISLATION AND

ANTIPOVERTY MEASURES, THE EXISTENCE OF A NEGRO CULTURE, THE GOALS OF INTEGRATION, HOUSING, FEDERAL RESPONSIBILITIES, THE CIVIL RIGHTS MOVEMENT, NEGRO AND WHITE ATTITUDES, AND NEGRO AND WHITE CHURCHES. THE PARTICIPANTS AGREED THAT THERE IS A NEED FOR COMPENSATORY AND QUALITY EDUCATION TO PREVENT THE PERPETUATION OF THE PROBLEMS OF THE NEGRO AMERICAN. ECONOMIC PROBLEMS, THE WIDENING GAP IN NEGRO AND WHITE ECONOMIC GAINS, THE RELATIONSHIP OF FAMILY DISORGANIZATION TO EMPLOYMENT, AND THE QUESTION OF PREFERENTIAL TREATMENT OF NEGROES WERE ALSO DISCUSSED. IN ADDITION, THE PARTICIPANTS EXPRESSED THEIR VIEWS ON NEGRO-OWNED BUSINESSES, NEGRO POLITICS AND RELIGION, AND THE EFFECTS OF THE CIVIL RIGHTS MOVEMENT ON LEGISLATION AND ON SKILLED AND LOW SOCIOECONOMIC STATUS NEGROES. (JL)

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WEINSTEIN, GERALD AND OTHERS
CULTURE SHOCK.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *CULTURE CONFLICT, *DISADVANTAGED GROUPS, *TEACHER EDUCATION, *TEACHERS, CAUCASIANS, CREATIVE TEACHING, CULTURAL AWARENESS, CULTURAL DIFFERENCES, HARLEM, INTERACTION, INTERCOMMUNICATION, LOWER CLASS STUDENTS, MAJORITY ATTITUDES, NEW YORK CITY, PRESERVICE EDUCATION, PROJECT BEACON, QUEENS, SLUM SCHOOLS, SOCIOCULTURAL PATTERNS, STUDENT TEACHING, TEACHER ATTITUDES, TEACHER BACKGROUND, TEACHER QUALIFICATIONS.

IN A PANEL, GEORGE BRAGLE AND NATHAN GOULD STRESS TEACHER PREPARATION TO COPE WITH THE THREATENING IMPACT OF CULTURE OR REALITY SHOCK. THEY RECOMMEND MODIFYING THE ATTITUDES OF TEACHERS BY ALTERING THEIR PERCEPTIONS, PROVIDING THEM WITH DIRECT EXPERIENCE WITH THE SOCIOCULTURAL MILIEU OF GHETTO SCHOOLS, AND REQUIRING THEM TO TAKE COURSES IN THE SOCIAL SCIENCES. DONALD LETTIS ACCOUNTS FOR WHITE RESISTANCE TO INTEGRATION AS A "FEAR OF AN ALIEN CULTURE," WHICH MIDDLE-CLASS TEACHERS OF LOWER-CLASS PUPILS COULD SURMOUNT BY CASUAL, INFORMAL CONTACTS TO ESTABLISH THE INTERCOMMUNICATION WHICH WOULD LEAD TO MORE EFFECTIVE TEACHING AND LEARNING. GUIDED PRESERVICE EXPERIENCES ARE SUGGESTED BY MIRIAM URDANG AS MEANS TO ENABLE TEACHER TRAINEES TO CONFRONT THEIR FEELINGS TOWARD DISADVANTAGED GROUPS. SHE DESCRIBES SEVERAL SUCH EFFORTS AND OFFERS SOME GUIDELINES. GERALD WEINSTEIN, IN SUMMARIZING THE PRESENTATIONS, NOTES THAT CULTURE SHOCK WAS DISCUSSED MAINLY FROM THE TEACHER'S POINT OF VIEW. HE SUGGESTS THAT THE TERM REALITY SHOCK IS MORE ACCURATE THAN CULTURE SHOCK AND THAT IT SHOULD BE RECOGNIZED THAT PUPILS TOO EXPERIENCE THIS PHENOMENON. (NH)

ED 012 735 UD 003 949
BLAIR, GEORGE E. AND OTHERS
TEACHING ETHNIC GROUPS.
PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *CULTURAL FACTORS, *DISADVANTAGED YOUTH, *EDUCATIONAL STRATEGIES, *MINORITY GROUPS, *TEACHER EDUCATION, AMERICAN INDIANS, CULTURAL AWARENESS, CULTURE, DISCRIMINATORY ATTITUDES (SOCIAL), ENGLISH (SECOND LANGUAGE), ETHNIC GROUPS, FAMILY LIFE, MEXICAN AMERICANS, MIGRANT CHILD EDUCATION, NEGROES, PUERTO RICANS, SELF CONCEPT, SUBCULTURE, TEACHER ATTITUDES, VALUES.

THE MAJOR THEME OF FIVE PAPERS OF A PANEL IS THE NEED FOR TEACHERS TO UNDERSTAND THE DIVERSE CULTURES AND VALUE SYSTEMS OF THEIR PUPILS. SISTER FRANCIS MAUREEN POINTS UP THE SENSITIVITIES AND CLOSE RELATIONSHIPS OF PUERTO RICAN CHILDREN, AND REVEREND JOSEPH FITZPATRICK REMARKS ON THE INTENSE FAMILY FEELING, NONCOMPETITIVE ATTITUDES, AND LACK OF COLOR BIAS AMONG THIS GROUP. VERA JOHN REVIEWS THE TRADITIONAL EDUCATIONAL THEORIES USED IN SCHOOLS FOR INDIANS AND MEXICAN-AMERICANS AND CRITICIZES THE STRESS IN THEM ON LEARNING ENGLISH. SHE FEELS THAT A BICULTURAL AND BILINGUAL SYSTEM WOULD BE MUCH MORE EFFECTIVE. GLORIA MATTERA'S REPORT ON MIGRANT CHILDREN STRESSES THE NEED FOR BACKGROUND INFORMATION ABOUT, AND DIRECT CONTACT WITH, THE CULTURE OF THESE PEOPLE. SHE RECOMMENDS THAT LANGUAGE, VOCABULARY, AND SKILL DEVELOPMENT BE BASED ON THE PUPIL'S OWN EXPERIENCES AND THAT TEACHERS IMPROVE THE CHILD'S SELF-CONCEPT. MARCELLA WILLIAMS DISCUSSES THE NEED FOR PROGRAMS TO DEVELOP IN TEACHERS DIAGNOSTIC SKILLS AND TECHNIQUES FOR ENHANCING THE NEGRO STUDENT'S SELF-CONCEPT. GEORGE BLAIR, THE SUMMARIZER, NOTES THE SUPERFICIAL REPETITIONS OF THE OBVIOUS AND THE PLATITUDINOUS STRATEGIES WHICH THE PANEL OFFERS. HE SAYS THAT THE ISSUE OF QUALITY INTEGRATED TEACHING AND LEARNING WAS SIDESTEPED AND THAT THE EDUCATIONAL ESTABLISHMENT APPEARS TO OPT TO PRESERVE THE "STATUS QUO." (NH)

ED 012 736 UD 003 952
SHAPIRO, ELLIOT AND OTHERS
INVOLVING COMMUNITY AND PARENTS.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.24 6P.

DESCRIPTORS *COMMUNITY INVOLVEMENT, *PARENT SCHOOL RELATIONSHIP, *SCHOOL COMMUNITY RELATIONSHIP, *SLUM SCHOOLS, *TEACHER EDUCATION, ADULT EDUCATION, DISADVANTAGED GROUPS, EDUCATIONAL STRATEGIES, NONPROFESSIONAL PERSONNEL, PARENT PARTICIPATION, TEACHING QUALITY.

THE FIRST PAPER OF A PANEL, BY AARON BROWN, BRIEFLY REVIEWS SOME ISSUES OF PARENT-COMMUNITY INVOLVEMENT IN THE SCHOOLS. HE NOTES THE INCREASING COMMUNITY CONCERN WITH BETTER TEACHER PREPARATION AND PERFORMANCE, QUALITY INTEGRATED EDUCATION, AND VARIOUS CURRENT EDUCATIONAL STRATEGIES AND PRACTICES. HE POINTS OUT THAT THE PRINCIPAL IS THE KEY TO THE SUCCESS OR FAILURE OF PARENT-COMMUNITY INVOLVEMENT. HARRY GOTTESFELD STATES THAT GHETTO RESIDENTS HAVE

THE GREATEST UNDERSTANDING OF THE FACTORS INFLUENCING THE CHILD'S LIFE AND SCHOOL BEHAVIOR AND, THEREFORE, COMMUNITY PEOPLE CAN OFFER CONSIDERABLE KNOWLEDGE TO TEACHER EDUCATION. HE OUTLINES SIX PRODUCTIVE ROLES FOR COMMUNITY RESIDENTS IN TEACHER EDUCATION AND IN THE SCHOOLS. DON WATKINS SAYS THAT LOW-INCOME COMMUNITIES CAN EXPLAIN THE DEMOGRAPHIC CHARACTERISTICS OF POVERTY AREAS TO TEACHER TRAINEES, INVOLVE THEM IN AREA ACTIVITIES, AND OFFER THEM DIRECT PERSONAL EXPERIENCES WITH THE POOR. HE URGES THAT SCHOOL SYSTEMS GUARANTEE PARENT-COMMUNITY INVOLVEMENT IN DECISION MAKING BEFORE TEACHERS ARE PLACED IN THE SCHOOLS AND THAT ADULT EDUCATION COURSES TRAIN RESIDENTS FOR VARIOUS PROFESSIONAL JOBS. ELLIOTT SHAPIRO IN SUMMARIZING THE PANEL PAPERS ADDS HIS CRITICISM OF THE "ALOOFNESS AND SMUGNESS" OF THE EDUCATIONAL ESTABLISHMENT, AND SUGGESTS THAT TEACHER TRAINEES BE TAUGHT HOW TO COPE WITH THIS ESTABLISHMENT. (NH)

ED 012 737 UD 003 963

GORDON, EDMUND W.

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED, YESHIVA UNIVERSITY. THE STATUS OF RESEARCH RELATED TO THE EDUCATION OF THE DISADVANTAGED. (TITLE SUPPLIED).

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATIONAL RESEARCH, ACADEMIC PERFORMANCE, ACHIEVEMENT, ASPIRATION, COGNITIVE PROCESSES, DEVELOPMENT, EDUCATION, EDUCATIONAL PLANNING, EDUCATIONAL STRATEGIES, ETHNIC STATUS, INTELLIGENCE, INTELLIGENCE TESTS, INTERACTION, LEARNING, MOTIVATION, PSYCHOEDUCATIONAL PROCESSES, SELF CONCEPT, SOCIAL CLASS, SOCIOECONOMIC STATUS, TEACHER EDUCATION.

THIS REVIEW OF RESEARCH NOTES THAT THE EDUCATIONAL HANDICAPS OF THE DISADVANTAGED HAVE NOT BEEN CONCEPTUALIZED ADEQUATELY, IN PART BECAUSE THE DISADVANTAGED MISTAKENLY HAVE BEEN CONSIDERED A HOMOGENEOUS GROUP. SO FAR, THERE HAS BEEN NO STUDY OF THE DIALECTICAL RELATIONSHIP OF THE DISADVANTAGED LEARNER'S COGNITIVE PROCESSES, AFFECTIVE MECHANISMS, AND ACHIEVEMENT SYSTEMS, WHICH TOGETHER MAKE UP THE TEACHER-LEARNING PROCESS. AN ANALYSIS OF STUDIES OF (1) THE RELATIONSHIP BETWEEN INTELLIGENCE AND SOCIOECONOMIC STATUS OR ETHNICITY, (2) INTELLIGENCE AS AN INTERACTIVE PROCESS, AND (3) THE RELATIONSHIP BETWEEN INTELLIGENCE AND ACADEMIC PERFORMANCE, ILLUSTRATES THAT SUCH RESEARCH ON THE STATIC MEASURES OF FUNCTION AND STATUS IS INADEQUATE TO EXPLAIN FULLY THE LEARNING PROBLEMS OF THE DISADVANTAGED. RATHER, PROCESS ANALYSIS AND INTERACTION STUDIES OFFER THE MOST MEANINGFUL PATHS FOR DEVELOPING INTERVENTION PROCEDURES. A SURVEY OF THE WELL-KNOWN RESEARCH ON THE AFFECTIVE DEVELOPMENT OF LOWER-CLASS CHILDREN SHOWS THAT THE MOST IMPORTANT VARIABLES FOR SCHOOL SUCCESS

AND UPWARD MOBILITY ARE ATTITUDES TOWARD THE SELF AND THE ENVIRONMENT. HOWEVER, THE DATA ON THE INFLUENCE OF THESE ATTITUDES ARE NOT SO CLEAR AS ON OTHER FACTORS. RESEARCH ON TEACHER EDUCATION PROGRAMS POINTS TO THEIR FAILURE IN TEACHING THE SKILLS OF BEHAVIORAL ANALYSIS AND IN PROVIDING THE MEANS FOR UNDERSTANDING THE NATURE OF THE DISADVANTAGED CHILD. (NH)

ED 012 738 UD 003 964

GREEN, ROBERT L.

EVALUATION OF THE NEW YORK STATE EDUCATION DEPARTMENT CONFERENCE, NUMBER 1.

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.20 5P.

DESCRIPTORS *CONFERENCES, *DISADVANTAGED YOUTH, *EDUCATIONAL CHANGE, *RESEARCH NEEDS, *TEACHER EDUCATION, COGNITIVE DEVELOPMENT, COMPENSATORY EDUCATION PROGRAMS, CULTURE CONFLICT, EDUCATION, EVALUATION, MINORITY GROUPS, NEW YORK, PUBLIC SCHOOLS, SCHOOL INTEGRATION, TASK PERFORMANCE, TEACHER ATTITUDES, TEACHER ROLE, TEACHER SELECTION, TEST VALIDITY.

THE MAJOR PROBLEM FACING EDUCATION, ACCORDING TO THIS REVIEW OF THE CONFERENCE, IS TO DEVELOP THE MOST EFFECTIVE LEARNING PROGRAMS FOR DISADVANTAGED YOUTH, WHICH SHOULD BE EVALUATED SCIENTIFICALLY. RIGOROUS STUDY IS NEEDED OF SUCH ISSUES AS (1) THE NATURE OF THE MOST EFFECTIVE PROGRAM FOR THE DISADVANTAGED LEARNER, (2) THE ASSESSMENT OF THE BASIC COGNITIVE STRUCTURE OF DISADVANTAGED YOUTH, AND (3) THE PREDICTIVE VALIDITY OF TEST SCORES. THE RELATIONSHIP BETWEEN THE CHILD'S PERSEVERANCE AT A TASK AND THE DEGREE OF INTEREST AND CHALLENGE IT PRESENTS SHOULD ALSO BE STUDIED. COMPENSATORY PROGRAMS, TOO, MUST BE CRITICALLY SCRUTINIZED, BECAUSE SOME EVIDENCE SHOWS THAT THEY ARE NOT THE MOST SIGNIFICANT VARIABLES IN EDUCATIONAL CHANGE. ATTENTION MUST ALSO BE GIVEN TO SELECTION OF TEACHERS AND TEACHER CANDIDATES, AS THE TEACHERS CAN SIGNIFICANTLY CHANGE A STUDENT'S ATTITUDES. IT IS FELT THAT THE CONFERENCE OVERLOOKED THE IMPORTANCE OF SCHOOL INTEGRATION IN EDUCATING THE DISADVANTAGED. THE PUBLIC SCHOOLS MUST ASSUME RESPONSIBILITY FOR DESEGREGATION, AND SCHOOLS OF EDUCATION MUST INSTILL A COMMITMENT TO INTEGRATION IN THE SCHOOLS AND IN SOCIETY. THE SCHOOLS COULD ALSO ENHANCE THE SELF-IMAGE OF ALL MINORITY GROUPS BY TEACHING ABOUT THEIR HISTORICAL CONTRIBUTIONS. (NH)

ED 012 739 UD 003 965

POPKIN, RICHARD H.

EVALUATION OF THE NEW YORK STATE EDUCATION DEPARTMENT CONFERENCE NUMBER 2. (TITLE SUPPLIED).

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.20 5P.

DESCRIPTORS *CONFERENCES, *DISADVANTAGED YOUTH, *EDUCATION, *EDUCATIONAL CHANGE, *SUBCULTURE, AMERICAN CULTURE, CULTURAL DIFFERENCES, EDUCATIONAL OBJECTIVES, ETH-

NIC GROUPS, EVALUATION, MIDDLE CLASS CULTURE, MIDDLE CLASS VALUES, MINORITY GROUPS, MORAL VALUES, NEGRO HISTORY, NEW YORK, SOCIAL ATTITUDES, SOCIAL CHANGE, TEACHERS.

EDUCATORS ARE NOT ADEQUATELY FINDING WAYS TO DEAL WITH THE DISADVANTAGED IN AMERICA. THEY ASSUME THAT THEY MUST MAKE THE DISADVANTAGED CONFORM TO AND FUNCTION IN THE DOMINANT MIDDLE-CLASS SOCIETY. HOWEVER, WHILE THE MIDDLE CLASS SEEMS TO FAVOR A HOMOGENIZATION OF ALL CULTURES, SOME MINORITY CULTURES RESIST THIS PRESSURE AND FAVOR A SOCIETY IN WHICH THEY CAN MAINTAIN THEIR IDENTITY AND BE EQUAL IN AMERICA. A MULTICULTURAL SOCIETY, THE DOMINANT CULTURE OPRESSES THE SUBCULTURES RATHER THAN ENCOURAGING THE "FLOWERING" OF A MULTICULTURE. ISLAMIC SPAIN IS AN EXAMPLE OF A SOCIETY IN WHICH DIVERSE GROUPS COEXISTED, AND EACH GROUP WAS ABLE TO MAKE PRODUCTIVE CULTURAL CONTRIBUTIONS. A SOCIAL REVOLUTION IS NEEDED TO CREATE SUCH A SOCIETY IN AMERICA, BUT EDUCATORS FAIL TO RECOGNIZE THIS AND CONTINUE TO MAKE CONSERVATIVE EFFORTS TO PRESERVE PRESENT MIDDLE-CLASS VALUES. THEY OFFER SOLUTIONS TO PROBLEMS WHOSE BASIC CAUSE THEY, IN FACT, DO NOT RECOGNIZE. BEFORE ADVANCING THESE SOLUTIONS, THEY FIRST SHOULD MAKE FUNDAMENTAL DECISIONS ABOUT WHAT THEY HOPE TO ACCOMPLISH. (NH)

ED 012 740 UD 003 982

HANNAH, JOHN A. AND OTHERS

RACIAL ISOLATION IN THE PUBLIC SCHOOLS, VOLUME 1.

COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$1.25 HC-\$11.44 286P.

DESCRIPTORS *EDUCATIONAL QUALITY, *NEGROES, *RACIAL BALANCE, *SCHOOL SEGREGATION, ACHIEVEMENT, CAUCASIANS, COURT LITIGATION, DEFACTO SEGREGATION, DISCRIMINATORY ATTITUDES (SOCIAL), DISTRICT OF COLUMBIA, EDUCATION, EDUCATIONAL DISADVANTAGEMENT, EQUAL EDUCATION, FEDERAL GOVERNMENT, HOUSING DISCRIMINATION, LEGISLATION, POPULATION TRENDS, PROGRAMS, PUBLIC SCHOOLS, RACE RELATIONS, SCHOOL INTEGRATION, SCHOOL SYSTEMS, SELF CONCEPT, SOCIAL CLASS, STATE GOVERNMENT, URBAN SCHOOLS.

THE FINDINGS OF A STUDY OF RACIAL ISOLATION IN THE PUBLIC SCHOOLS ARE DISCUSSED. THE STUDY FOCUSED ON (1) THE EXTENT OF RACIAL SEGREGATION IN THE SCHOOLS AND THE DISPARITY BETWEEN THE EDUCATIONAL ACHIEVEMENT OF NEGRO AND WHITE SCHOOL CHILDREN, (2) FACTORS WHICH INTENSIFY AND PERPETUATE SEGREGATION, (3) THE EFFECTS OF SEGREGATED SCHOOLING ON CHILDREN'S EDUCATION, ATTITUDES, AND INTERRACIAL ASSOCIATIONS, AND (4) PROGRAMS TO REMEDY EDUCATIONAL DISADVANTAGE AND RELIEVE SEGREGATION. ALONG WITH THE FINDINGS OF THE STUDY OF THESE CONCERNS, THE REPORT DISCUSSES THE LEGAL ASPECTS OF SCHOOL SEGREGATION—THE ROLE OF THE STATES, JUDICIAL DECISIONS, AND CONGRESSIONAL ACTION. ALTHOUGH DATA FOR THIS STUDY WERE GATHERED IN MORE THAN

100 COMMUNITIES OF VARYING SIZE AND RACIAL COMPOSITION, GREATEST ATTENTION WAS GIVEN TO SCHOOL SEGREGATION IN METROPOLITAN AREAS. IN GENERAL, THE FINDINGS SHOWED THAT NEGRO CHILDREN HAVE LOWER ACHIEVEMENT, ASPIRATIONS, AND SELF-ESTEEM THAN WHITES, AND FACE GREATER BARRIERS IN BEING UNDERSTOOD IN SCHOOL AND IN THE COMMUNITY. IMMEDIATE ACTION IS RECOMMENDED FOR NEW LEGISLATION (1) TO REMOVE RACIAL IMBALANCE IN THE SCHOOLS, (2) TO ESTABLISH A UNIFORM STANDARD OF RACIAL BALANCE FOR EACH STATE, AND (3) TO PROVIDE FINANCIAL HELP FOR SCHOOL CONSTRUCTION AND FOR THE IMPROVEMENT OF EDUCATIONAL QUALITY. FAIR HOUSING LEGISLATION AND APPROPRIATIONS FOR LOW- AND MIDDLE-INCOME HOUSING UNITS WHICH WOULD BE LOCATED SO AS TO REDUCE SCHOOL SEGREGATION ARE ALSO RECOMMENDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20302, FOR \$1.00. (NH)

ED 012 741 24 UD 003 990

METFESSEL, NEWTON S.

AN INVESTIGATION OF ATTITUDINAL AND CREATIVITY FACTORS RELATED TO ACHIEVING AND NONACHIEVING CULTURALLY DISADVANTAGED YOUTH. PROJECT POTENTIAL PRELIMINARY DOCUMENTATION, VOLUME 1.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

REPORT NUMBER CRP-2615

PUB DATE 15 AUG 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CREATIVITY, *DISADVANTAGED YOUTH, *MEXICAN AMERICANS, *STUDENT ATTITUDES, *TESTS, ACHIEVEMENT, ATTITUDE TESTS, BEHAVIOR, BIBLIOGRAPHIES, COUNSELING, CULTURALLY DISADVANTAGED, DATA, EFFECTIVE TEACHING, GROUP TEST ON CREATIVITY, HIGH ACHIEVERS, IDENTIFICATION, INDIVIDUAL TEST OF CREATIVITY, INTELLIGENCE, INVENTORY OF SELF APPRAISAL, LOS ANGELES, LOW ACHIEVERS, MEANING OF WORDS INVENTORY, PREDICTION, RESEARCH, STUDENT MOTIVATION, TEST SELECTION.

THIS DOCUMENT EXTENSIVELY DESCRIBES THE PRELIMINARY PROGRESS OF A PROJECT TO IDENTIFY THE ATTITUDINAL AND CREATIVITY FACTORS WHICH AFFECT THE MOTIVATION OF CULTURALLY DISADVANTAGED STUDENTS (MEXICAN-AMERICANS, PARTICULARLY). THE PROJECT ASSUMES THAT AN AWARENESS OF THE MANIFESTATIONS OF A STUDENT'S CREATIVITY CAN GUIDE TEACHERS IN PREDICTING HIS ACHIEVEMENT AND IN DEVELOPING TECHNIQUES TO MOTIVATE HIM. TO IDENTIFY THESE MOTIVATIONAL FACTORS, THE PROJECT PERSONNEL ADMINISTERED THE INDIVIDUAL TEST OF CREATIVITY (ITOC), THE INVENTORY OF SELF-APPRAISAL (ISA), AND MEANING OF WORDS INVENTORY (MOWI), THE GROUP TEST OF CREATIVITY, AND THE INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN. THE COMBINED RESULTS OF THE ITOC, ISA, AND MOWI WERE FOUND TO MOST EFFECTIVELY PREDICT STUDENT ACHIEVEMENT. THE ITOC WAS ESPECIALLY SUPERIOR TO CONVENTIONAL TEST INSTRUMENTS. ONE SECTION OF THIS REPORT APPLIES THE FINDINGS OF THE PROJECT TO

TEACHING AND COUNSELING SITUATIONS, AND INCLUDES CLASSROOM APPLICATIONS FOR 26 CORRELATES OF CREATIVE BEHAVIOR. BIBLIOGRAPHIES AND DISCUSSIONS OF PRIOR RESEARCH ARE INCLUDED IN THIS SECTION. ADDITIONAL SECTIONS LIST NON-FEDERALLY-FINANCED PERSONNEL AND THE STUDENTS TESTED. A SAMPLE OF EACH TEST IS INCLUDED WITH THE REPORT. THIS DOCUMENT IS AVAILABLE FROM THE DIRECTOR, BUREAU OF EDUCATIONAL RESEARCH, UNIVERSITY OF SOUTHERN CALIFORNIA, UNIVERSITY PARK, LOS ANGELES 9007, 230 PAGES. (LB)

ED 012 742 UD 003 998

PECK, BERNARD AND OTHERS
A PROGRAM TO PROVIDE EDUCATIONAL ENRICHMENT TO DISADVANTAGED IN-SCHOOL NEIGHBORHOOD YOUTH CORPS ENROLLEES DURING THE SUMMER. CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 30 SEP 66
EDRS PRICE MF-\$0.50 HC-\$3.96 99P.

DESCRIPTORS *ADOLESCENTS, *DISADVANTAGED YOUTH, *ENRICHMENT PROGRAMS, *PROGRAM EVALUATION, *SUMMER PROGRAMS, BOARDS OF EDUCATION, COMMUNITY AGENCIES (PUBLIC), DATA, INTERVIEWS, NEIGHBORHOOD YOUTH CORPS, NEW YORK CITY, QUESTIONNAIRES, REMEDIAL INSTRUCTION, SCHOOL ATTITUDES, SOCIAL ATTITUDES, TEACHER ATTITUDES.

A SUMMER PROGRAM OF EDUCATIONAL ENRICHMENT FOR DISADVANTAGED YOUTH, AGES 16-22, WAS EVALUATED. THE PROGRAM, WHICH WAS DEVELOPED BY THE NEIGHBORHOOD YOUTH CORPS AND CONDUCTED JOINTLY BY THE NEW YORK CITY BOARD OF EDUCATION AND SIX COMMUNITY AGENCIES, ATTEMPTED (1) TO IMPROVE THE READING AND WRITING SKILLS OF THE ENROLLEES, (2) TO ENCOURAGE THEM TO HAVE REALISTIC OCCUPATIONAL GOALS, BASED ON FINISHING HIGH SCHOOL, (3) TO REACH A GREATER UNDERSTANDING OF DISADVANTAGED YOUTH AND THE ROLE OF COMMUNITY AGENCIES IN THEIR EDUCATION, AND (4) TO DEVELOP INNOVATIVE TEACHING METHODS. INFORMATION FOR THE EVALUATION WAS COLLECTED BY INTERVIEWS AND QUESTIONNAIRES. THE RESPONSES SHOWED THAT THE ATTITUDES TOWARD SCHOOL OF 75 TO 80 PERCENT OF THE ENROLLEES IMPROVED AND THAT THEIR APPRECIATION OF THE NEED FOR CONTINUING THEIR EDUCATION INCREASED. HOWEVER, THE PROGRAM COULD BE IMPROVED IN SEVERAL WAYS—(1) PROCUREMENT AND ADMINISTRATIVE PROCEDURES SHOULD BE REVISED, (2) PLANNING AND STAFFING SHOULD BEGIN AT LEAST 9 MONTHS BEFORE THE PROGRAM BEINGS, (3) THE ROLES OF THE BOARD OF EDUCATION AND THE COMMUNITY AGENCIES SHOULD BE DEFINED CLEARLY, (4) BASIC DATA ON THE ENROLLEES SHOULD BE GIVEN TO THE AGENCIES BY THE BOARD, AND (5) FEEDBACK ON THE ENROLLEES SHOULD BE GIVEN TO THEIR HOME SCHOOLS. (NH)

ED 012 743 VT 000 032

SPERRY, IRWIN V. AND OTHERS
EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH IN THE SOUTH. NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER SOUTHERN-COOP-
BULL-107

PUB DATE SEP 65
EDRS PRICE MF-\$0.25 HC-\$1.44 36P.

DESCRIPTORS *EDUCATIONAL ATTITUDES, *HIGH SCHOOL STUDENTS, *PARENT ATTITUDES, *RURAL YOUTH, *VOCATIONAL INTERESTS, BACKGROUND, GRADE 10, GRADE 9, KENTUCKY, NORTH CAROLINA, RALEIGH, SEX (CHARACTERISTICS), SOUTHERN REGIONAL COMMITTEE FOR FAMILY LIFE, SOUTHERN STATES, TENNESSEE, VIRGINIA, YOUTH CLUBS.

THE OBJECTIVES OF THE STUDY WERE TO—(1) COMPARE EDUCATIONAL GOALS OF RURAL YOUTH AND THEIR PARENTS AND (2) DETERMINE THE RELATIONSHIPS OF THE SIMILARITIES AND DIFFERENCES TO SUCH FACTORS AS GEOGRAPHIC AREA, STATE, SEX, LEVEL OF LIVING, RESIDENCE, FAMILY SIZE, AND CLUB MEMBERSHIP. A SURVEY SAMPLE, SELECTED FROM AN EQUIPARTITIONED UNIVERSE CHARACTERIZED BY RURAL RESIDENCE AND SCHOOL SIZE, INCLUDED SIX NINTH- AND 10TH-GRADE CHILDREN FROM EACH OF 48 SUBGROUPS IN KENTUCKY, NORTH CAROLINA, TENNESSEE, AND VIRGINIA. QUESTIONNAIRES AND INTEREST INVENTORIES WERE ADMINISTERED. BOYS PREFERRED OUTDOOR, MECHANICAL, COMPUTATIONAL, SCIENTIFIC, AND PERSUASIVE ACTIVITIES, WHILE GIRLS PREFERRED ARTISTIC, LITERARY, SOCIAL SERVICE, MUSICAL, AND CLERICAL ACTIVITIES. MOTHERS ENCOURAGED CONTINUANCE OF EDUCATION MORE STRONGLY THAN FATHERS. NO DIFFERENCES IN EDUCATIONAL AND VOCATIONAL PLANS WERE FOUND BETWEEN MEMBERS AND NONMEMBERS OF 4-H CLUBS, FUTURE HOMEMAKERS OF AMERICA, AND FUTURE FARMERS OF AMERICA. YOUTH'S EDUCATIONAL EXPECTATIONS INCREASED IN RELATION TO LEVEL OF LIVING BACKGROUND. (JM)

ED 012 744 VT 000 045

STEVENSON, WILLIAM W.

A STUDY OF EMPLOYMENT OPPORTUNITIES AND TRAINING NEEDS IN OFF-FARM AGRICULTURAL OCCUPATIONS IN OKLAHOMA. OKLAHOMA STATE BOARD OF VOCAT. EDUC., STILLWATER

PUB DATE DEC 65
EDRS PRICE MF-\$0.50 HC-\$3.96 99P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, AGRICULTURAL SKILLS, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, OKLAHOMA, RESIDENCE REQUIREMENTS, SALARIES, STILLWATER.

THE PURPOSE OF THE STUDY WAS TO IDENTIFY PRESENT AND EMERGING OFF-FARM AGRICULTURAL OCCUPATIONS, THE NUMBER OF EMPLOYEES, TURNOVER AND JOB OPPORTUNITIES, NEED FOR AGRICULTURAL COMPETENCIES, BEGINNING AND MAXIMUM SALARIES, AGE FOR JOB ENTRY EDUCATION, AND SO FORTH. THERE WERE 1,879 MAJOR BUSINESSES CONSIDERED TO BE AGRICULTURALLY RELATED, AND 719 OF THESE WERE INTERVIEWED. THE SAMPLE PERCENTAGE VARIED FROM 40 PERCENT TO 66 PERCENT DEPENDING ON THE NUMBER OF BUSINESSES AND THE VARIATION OF THE BUSINESS ACTIVITIES. TWO INTERVIEW FORMS WERE USED. DATA INDICATED THAT—(1) 38 PERCENT OF THE WORK-

ERS IN OFF-FARM AGRICULTURAL BUSINESSES NEEDED AGRICULTURAL COMPETENCIES, (2) THE GREATEST NUMBER OF EMPLOYEES WAS FROM THE SKILLED AND SEMISKILLED LEVELS, (3) THE NUMBER OF AGRICULTURALLY COMPETENT WORKERS WAS EXPECTED TO INCREASE 34 PERCENT BY 1969, (4) THE GREATEST INCREASE IN NUMBER OF EMPLOYEES WAS EXPECTED IN ORNAMENTAL HORTICULTURE, AGRICULTURAL MACHINERY, AND AGRICULTURAL SUPPLIES BUSINESSES, (5) 50 PERCENT OF THE EMPLOYEES NEEDED EDUCATION BEYOND HIGH SCHOOL, (6) THE NEED FOR PROFESSIONAL, COLLEGE-TRAINED PEOPLE WAS ESTIMATED TO BE ABOUT 400 PER YEAR, AND (7) IN 82 PERCENT OF THE CASES, MANAGERS PREFERRED EMPLOYEES WITH A FARM OR RURAL BACKGROUND. (PA)

ED 012 745 VT 000 047

BARWICK, RALPH P.

A SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE HAVING F.F.A. CHAPTERS IN DELAWARE TO ASCERTAIN THE EXTENT VOCATIONAL AGRICULTURE HIGH SCHOOL GRADUATES CAN MEET THE ENTRANCE REQUIREMENTS OF THE SCHOOL OF AGRICULTURE AT THE UNIVERSITY OF DELAWARE.

DELAWARE UNIV., NEWARK, SCH. OF AGRICULTURE

REPORT NUMBER DU-AGR-EDUC-PUB-1
PUB DATE OCT 63

EDRS PRICE MF-\$0.25 HC-\$0.32 8P.

DESCRIPTORS *ADMISSION CRITERIA, *COLLEGE ADMISSION, *COLLEGE PREPARATION, *HIGH SCHOOL STUDENTS, *VOCATIONAL AGRICULTURE, DELAWARE, FUTURE FARMERS OF AMERICA, GRADE 12, NEWARK.

IN THE SPRING OF 1963, SURVEY FORMS WERE SENT TO VOCATIONAL AGRICULTURE TEACHERS AND PRINCIPALS IN 15 HIGH SCHOOLS, AND ALL RESPONDED. IN 13 SCHOOLS, IT WAS POSSIBLE FOR VOCATIONAL AGRICULTURE STUDENTS TO SCHEDULE THE ACADEMIC COURSES REQUIRED FOR ADMISSION TO THE B.S. DEGREE CURRICULUM OF THE SCHOOL OF AGRICULTURE AT THE UNIVERSITY OF DELAWARE. OF THE 92 HIGH SCHOOL SENIORS ENROLLED IN VOCATIONAL AGRICULTURE, 22 HAD APPLIED FOR ADMISSION TO COLLEGE, AND 15 HAD APPLIED FOR ADMISSION TO EITHER THE B.S. OR ASSOCIATE DEGREE CURRICULUM IN THE SCHOOL OF AGRICULTURE AT THE UNIVERSITY OF DELAWARE. IT WAS RECOMMENDED THAT THE VOCATIONAL AGRICULTURE STUDENT WHO IS ACADEMICALLY CAPABLE SHOULD COMPLETE THE ACADEMIC COURSES REQUIRED FOR ADMISSION TO MOST COLLEGES. (PS)

ED 012 746 VT 000 048

EGGENBERGER, LEWIS

AN ANALYSIS OF HIGH SCHOOL VOCATIONAL AGRICULTURE FROM EVALUATIONS OF GRADUATES IN THE PANHANDLE-PLAINS AREA OF TEXAS.

TEXAS TECHNOLOGICAL COLL., LUBBOCK
PUB DATE JUL 64

EDRS PRICE MF-\$0.25 HC-\$2.24 56P.

DESCRIPTORS *OCCUPATIONAL CHOICE, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, *VOCATIONAL FOLLOW-UP, COLLEGE ATTENDANCE, FARMERS, FFA DEGREE, FUTURE FARMERS OF AMERICA, HIGH SCHOOL GRADUATES, LEADERSHIP TRAINING, LUBBOCK, OFF FARM

AGRICULTURAL OCCUPATIONS, PARENTAL BACKGROUND, SUPERVISED FARM PRACTICE, TEXAS.

QUESTIONNAIRES WERE SENT TO 1,201 OF THE 1,540 GRADUATES FROM A REPRESENTATIVE SAMPLE OF 52 OF THE 89 HIGH SCHOOLS IN THE AREA WHO HAD COMPLETED 1 OR MORE YEARS IN VOCATIONAL AGRICULTURE AND WHO GRADUATED IN 1953, 1954, AND 1955 TO DETERMINE (1) THEIR CURRENT OCCUPATION, (2) FACTORS RELATED TO THEIR OCCUPATIONAL CHOICE, (3) WHETHER THEY HAD ATTENDED COLLEGE, (4) THEIR EVALUATION OF COURSE AREAS, (5) THEIR EVALUATION OF SUBJECT-MATTER AREAS, AND (6) THEIR EVALUATION OF VOCATIONAL AGRICULTURE AND FUTURE FARMERS OF AMERICA (FFA) ACTIVITIES. OF THE 846 WHO RESPONDED, 28.4 PERCENT WERE FARM OPERATORS, 15.7 PERCENT WERE EMPLOYED IN FARM-RELATED OCCUPATIONS, 49.5 PERCENT HAD ENTERED NONAGRICULTURAL EMPLOYMENT, AND 6.4 PERCENT WERE IN MILITARY SERVICE. OVER 56 PERCENT OF THE GRADUATES WHOSE FATHERS WERE FARM OPERATORS ENTERED AGRICULTURAL OCCUPATIONS, COMPARED WITH 18.9 PERCENT WHOSE FATHERS WERE IN NONAGRICULTURAL OCCUPATIONS. A GRADUATE WAS MORE LIKELY TO BECOME A FARM OPERATOR AS THE NUMBER OF YEARS HE HAD STUDIED VOCATIONAL AGRICULTURE INCREASED. APPROXIMATELY THREE-FIFTHS HAD ATTENDED COLLEGE, AND ONE-HALF OF THESE HAD RECEIVED A DEGREE. OF THE FARM OPERATORS, 40 PERCENT WISHED THEY COULD HAVE SUBSTITUTED MANAGEMENT OR AGRIBUSINESS EXPERIENCE FOR SUPERVISED FARM PROGRAMS IN HIGH SCHOOL. FFA LEADERSHIP TRAINING WAS RATED HIGH BY THOSE IN AGRICULTURAL FIELDS. (MS)

ED 012 747 VT 000 054

PRICKETT, LOYE. LANGEVIN, DARRELL
THE JACKSON COUNTY SCHOOLS VOCATIONAL EDUCATION RESEARCH PROJECT, A SUPPLEMENT.

JACKSON COUNTY INTERMEDIATE EDUCATION DISTRICT

PUB DATE 65
EDRS PRICE MF-\$0.50 HC-\$2.88 72P.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, AREA VOCATIONAL SCHOOLS, EMPLOYMENT OPPORTUNITIES, JACKSON COUNTY, MEDFORD, OCCUPATIONAL GUIDANCE, QUESTIONNAIRES.

THIS IS A SUMMARY OF A RESEARCH PROJECT CONDUCTED IN JACKSON COUNTY, OREGON, TO DETERMINE THE PRESENT STATUS OF VOCATIONAL EDUCATION. TWO HYPOTHESES WERE TESTED—(1) JOBS ARE AVAILABLE IN THE COUNTY FOR HIGH SCHOOL GRADUATES WHO HAVE COMPLETED VOCATIONAL EDUCATION PROGRAMS, AND (2) HIGH SCHOOL OFFERINGS IN VOCATIONAL EDUCATION ARE ADEQUATE. EMPLOYMENT DATA WERE COLLECTED FROM THE STATE DEPARTMENT OF EMPLOYMENT. DATA ON EQUIPMENT, FACILITIES, AND COURSES WERE COLLECTED FROM THE INSTRUCTIONAL STAFF IN EACH SCHOOL. A QUESTIONNAIRE WAS ADMINISTERED TO 2,473 JUNIORS AND SENIORS IN COUNTY SCHOOLS. SCHOOL COUNSELORS COMPLETED TWO QUESTIONNAIRES. THE RESULTS OF THE LABOR SKILLS SURVEY SHOWED THAT JOBS ARE AVAILABLE FOR QUALIFIED WORKERS AND THAT THERE

WILL BE MORE IN 5 YEARS. CURRICULAR OFFERINGS ARE NOT IN BALANCE SINCE MAJOR EFFORTS ARE MADE ON COLLEGE PREPARATORY PROGRAMS. PRESENT FACILITIES ARE NOT ADEQUATE FOR AN EXPANDED PROGRAM OF VOCATIONAL EDUCATION. THE COUNSELORS HAVE TOO MANY ADVISERS TO EFFECTIVELY HELP THEM. OVER TWO-THIRDS OF THE JUNIOR AND SENIOR STUDENTS INDICATED AN INTEREST IN A VOCATIONAL CENTER. THE MOST EFFECTIVE APPROACH TO IMPROVING THE PREPARATION OF STUDENTS FOR JOB ENTRY WOULD BE THE DEVELOPMENT OF A COUNTY-WIDE PLAN OF VOCATIONAL EDUCATION WITH THE ESTABLISHMENT OF A COUNTY VOCATIONAL EDUCATION CENTER. (PA)

ED 012 748

LOWMAN, C.L.

HANDBOOK FOR DIVERSIFIED COOPERATIVE TRAINING. DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

REPORT NUMBER FSDE-BULL-74H-3
PUB DATE JUN 63

EDRS PRICE MF-\$0.75 HC-\$5.20 130P.

DESCRIPTORS *ADMINISTRATOR GUIDES, *COOPERATIVE EDUCATION, *PROGRAM ADMINISTRATION, *VOCATIONAL EDUCATION, CLUBS, COORDINATORS, CURRICULUM, DISTRIBUTIVE EDUCATION, EDUCATION, EMPLOYERS, FLORIDA, LEGAL PROBLEMS, OFFICE OCCUPATIONS, PROGRAM PLANNING, PUBLIC RELATIONS, RECORDS (FORMS), SENIOR HIGH SCHOOLS, TALLAHASSEE, TRADE AND INDUSTRIAL EDUCATION.

THIS HANDBOOK WAS WRITTEN TO AID THE SCHOOL ADMINISTRATOR AND COORDINATOR IN ESTABLISHING AND OPERATING A DIVERSIFIED COOPERATIVE TRAINING (DCT) PROGRAM. THE DCT PROGRAM INVOLVES THE TRAINING OF HIGH SCHOOL STUDENTS IN THREE GENERAL OCCUPATIONAL GROUPS—TRADE AND INDUSTRIAL, DISTRIBUTIVE, AND OFFICE OCCUPATIONS. IF SPECIALIZED PROGRAMS IN COOPERATIVE DISTRIBUTIVE EDUCATION AND COOPERATIVE BUSINESS EDUCATION ARE OPERATED WITHIN A SCHOOL, ALL STUDENTS TRAINING IN MARKETING OR MERCHANDISING GOODS OR SERVICES SHOULD BE ENROLLED IN THE DISTRIBUTIVE EDUCATION PROGRAM, AND STUDENTS TRAINING IN OFFICE OCCUPATIONS SHOULD BE ENROLLED IN COOPERATIVE BUSINESS EDUCATION INSTEAD OF THE DCT PROGRAM. DCT IS AN INTEGRAL PART OF THE HIGH SCHOOL CURRICULUM, UTILIZING THE BUSINESS AND INDUSTRIAL ESTABLISHMENTS OF THE COMMUNITY AS TRAINING AGENCIES. INCLUDED IN THIS GUIDE ARE—(1) FACTORS AND STEPS TO BE TAKEN IN ESTABLISHING A PROGRAM, (2) LEGAL RESPONSIBILITIES INVOLVED IN OPERATING A PROGRAM, (3) THE SCHOOL'S RESPONSIBILITY, (4) RESPONSIBILITIES OF THE EMPLOYER, (5) SECURING AND MAINTAINING GOOD PUBLIC RELATIONS, AND (6) CLUB ACTIVITIES. THE APPENDIX INCLUDES SAMPLE FORMS, A SAMPLE OUTLINE OF GENERAL RELATED STUDY, THE CONSTITUTION OF THE COOPERATIVE EDUCATION CLUBS OF FLORIDA, THE CONSTITUTION AND BYLAWS OF THE COOPERATIVE EDUCATION ASSOCIATION OF FLORIDA, AND JOB CLASSIFICATION CODES FOR COOPERATIVE EDUCATION PROGRAMS. (PS)

ED 012 749

KELLER, F. LOUISE

A GUIDE FOR DEVELOPING OCCUPATIONAL PROGRAMS IN HOME ECONOMICS EDUCATION.

SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

DESCRIPTORS *ADMINISTRATIVE POLICY, *EMPLOYMENT OPPORTUNITIES, *HOME ECONOMICS SKILLS, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, ADMINISTRATOR GUIDES, ADULT VOCATIONAL EDUCATION, ADVISORY COMMITTEES, COLUMBIA, COOPERATIVE EDUCATION, HOMEMAKING EDUCATION, POST SECONDARY EDUCATION, PROGRAM GUIDES, PROGRAM PLANNING, SOUTH CAROLINA, TEACHER QUALIFICATIONS, VOCATIONAL EDUCATION ACT OF 1963.

THIS GUIDE WAS PREPARED TO HELP SCHOOL ADMINISTRATORS AND HOME ECONOMICS TEACHERS PLAN AND DEVELOP PROGRAMS WHICH PREPARE HIGH SCHOOL YOUTH, POST-HIGH SCHOOL YOUTH, AND ADULTS FOR EMPLOYMENT IN OCCUPATIONS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS. CATEGORIES OF PERSONS FOR WHOM PROGRAMS CAN BE DEVELOPED UNDER THE VOCATIONAL ACT OF 1963 ARE GIVEN. THERE ARE SUGGESTIONS OF APPROPRIATE JOBS FOR UPPER SECONDARY STUDENTS, YOUTHS STUDYING AT GRADE LEVELS 13 AND 14 AND OUT-OF-SCHOOL YOUTHS AND ADULTS. RESPONSIBILITIES, POSSIBLE PLANS OF EMPLOYMENT, AND EMPLOYMENT LEVEL ARE GIVEN FOR SAMPLE OCCUPATIONS. THE FOLLOWING STEPS ARE RECOMMENDED FOR PLANNING AND INITIATING A LOCAL PROGRAM—(1) DETERMINE EMPLOYMENT OPPORTUNITIES, (2) APPOINT AND WORK WITH AN ADVISORY COMMITTEE, (3) DETERMINE THE AVAILABILITY OF STUDENTS WHO HAVE INTEREST, APTITUDE, AND ABILITY TO PROFIT FROM THE PROGRAMS, (4) SELECT PROGRAM(S) TO BE OFFERED, (5) PLAN SPECIFIC COURSES TO BE OFFERED, AND (6) FOLLOW PRESCRIBED PROCEDURE FOR IMPLEMENTING PLANS. THIS LATTER STEP INCLUDES FILLING OUT AN APPLICATION FORM WHICH IS SHOWN AND FOLLOWING POLICY GUIDELINES OUTLINED. (MS)

ED 012 750

VT 000 110

MANUAL OF OPERATION FOR VOCATIONAL HOME ECONOMICS PROGRAMS IN JOB TRAINING IN HIGH SCHOOLS.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE SEP 65

EDRS PRICE MF-\$0.25 HC-\$1.32 33P.

DESCRIPTORS *COOPERATIVE EDUCATION, *HOME ECONOMICS SKILLS, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM PLANNING, *WORK EXPERIENCE PROGRAMS, ADMINISTRATOR GUIDES, CHILD CARE WORKERS, CLOTHING AND TEXTILE WORKERS, COLUMBUS, DROPOUT PREVENTION, FOOD SERVICE WORKERS, HOMEMAKERS ASSISTANTS, JOB TRAINING, NURSES AIDES, OHIO, SECONDARY SCHOOLS, TEACHER QUALIFICATIONS, VOCATIONAL EDUCATION ACT OF 1963.

AS REQUIRED BY THE VOCATIONAL EDUCATION ACT OF 1963, PART OF THE HOME ECONOMICS PROGRAM INCLUDES CLASSES FOR HIGH SCHOOL GIRLS AND BOYS WHO WISH TO PREPARE FOR GAINFUL

EMPLOYMENT UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS. OHIO OFFERS THE COOPERATIVE 2-YEAR PROGRAM, AND THE OCCUPATIONAL WORK-EXPERIENCE WHICH IS DESIGNED PRIMARILY FOR THE 11TH- AND 12TH-GRADE STUDENTS OF LIMITED ABILITY IN A SINGLE SKILL AREA. THE MANUAL GIVES STATE REQUIREMENTS FOR STUDENT ELIGIBILITY, TEACHER QUALIFICATIONS, SPACE, AND EQUIPMENT AND PROCEDURES FOR ESTABLISHING AND ADMINISTERING JOB TRAINING PROGRAMS. THE APPENDIX CONTAINS PROGRAM OUTLINES, JOB DESCRIPTIONS, JOB OPPORTUNITIES, AND CHARACTERISTICS OF TRAINEES FOR--(1) CHILD CARE WORKERS, (2) HOMEMAKER'S ASSISTANTS, (3) NURSING AND RESTHOME AIDES, (4) FOOD SERVICE WORKERS, AND (5) CLOTHING SERVICE WORKERS. THE CRITERIA FOR VOCATIONAL APPROVAL AND APPLICATION FORMS FOR JOB TRAINING PROGRAMS ARE ALSO GIVEN. (MS)

ED 012 751 VT 000 342

KARAGEUSIAN, MUGITCH A.
EXPLORATION OF THE PROBLEM OF TRAINING AND RETRAINING THE UNEMPLOYED, A SUMMARY REPORT.

MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION

REPORT NUMBER UM-ORA-PROJ-04114-3-F

PUB DATE APR 63

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *UNEMPLOYED, *VOCATIONAL EDUCATION, *VOCATIONAL RETRAINING, ACADEMIC ACHIEVEMENT, AREA REDEVELOPMENT ACT, DROPOUTS, FEDERAL PROGRAMS, LABOR UNIONS, MICHIGAN, MICHIGAN EMPLOYMENT SECURITY COMMISSION, MOTIVATION, MOTT FOUNDATION RETRAINING PROGRAM, WEST VIRGINIA.

IN THE FALL OF 1961, THERE WERE APPROXIMATELY 300,000 UNEMPLOYED IN MICHIGAN. ABOUT HALF OF THESE WERE LOCATED IN THE DETROIT METROPOLITAN AREA. OF THE 61% PERCENT WHO HAD NOT COMPLETED HIGH SCHOOL, 30.1 PERCENT DROPPED OUT DURING GRADES 9-11, AND THE REMAINDER HAD 8 YEARS OR LESS OF EDUCATION. SOME ATTEMPTS TO RELIEVE THE UNEMPLOYMENT SITUATION HAVE BEEN MADE BY THE MICHIGAN EMPLOYMENT SECURITY COMMISSION, THE MOTT FOUNDATION RETRAINING PROGRAM IN FLINT, UNION-MANAGEMENT AGREEMENTS, AND FEDERAL LEGISLATION. THE LOW RESPONSE OF THE UNEMPLOYED TO RETRAINING PROGRAMS CLEARLY INDICATED A MOTIVATION PROBLEM. MOST OF THE UNEMPLOYED CONTACTED ABOUT A RETRAINING PROGRAM IN WEST VIRGINIA WERE NOT INTERESTED, EXPECTED TO BE CALLED BACK TO WORK SOON, OR FELT THEY WERE TOO OLD TO BE STARTING OVER AGAIN. THE VOCATIONAL TRAINING FACILITIES AND PERSONNEL IN PUBLIC SCHOOLS MUST BE EFFECTIVELY USED TO HELP ALLEVIATE THE PRESENT UNEMPLOYMENT EMERGENCY. TRAINING MUST BE UNDERTAKEN WITH THE COOPERATIVE EFFORTS OF THE SCHOOL AND THE COMMUNITY. SCHOOLS MUST BE REORGANIZED TO MEET THE NEEDS OF BOTH STUDENTS AND SOCIETY AT LARGE. (PS)

ED 012 752 VT 000 354

CLARY, JOSEPH R. WOODIN, RALPH J.
GUIDELINES FOR THE DEVELOPMENT OF

TRAINING PROGRAMS FOR AGRICULTURAL TECHNICIANS. A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, COLL. OF AG. HOME EC.

PUB DATE JUN 65

EDRS PRICE MF-\$0.18 HC-\$2.40 60P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, *GUIDELINES, *POST SECONDARY EDUCATION, *PROGRAM DEVELOPMENT, ACCREDITATION (INSTITUTIONS), ADMISSION CRITERIA, COLUMBUS, CURRICULUM PLANNING, EDUCATIONAL FACILITIES, INSTRUCTIONAL STAFF, OCCUPATIONAL GUIDANCE, PROGRAM EVALUATION, QUESTIONNAIRES, STUDENT ENROLLMENT, SURVEYS, TECHNICAL EDUCATION.

THE OBJECTIVES OF THIS STUDY WERE TO DETERMINE--(1) THE STATUS AND CHARACTERISTICS OF AGRICULTURAL TECHNICIAN TRAINING PROGRAMS, (2) ADMINISTRATORS' DEGREE OF EMPHASIS ON CERTAIN PROCEDURES FOR DEVELOPING SUCCESSFUL PROGRAMS, AND (3) TENTATIVE GUIDELINES FOR USE IN PLANNING AND CONDUCTING PROGRAMS. OF 44 INSTITUTIONS IDENTIFIED AND CONTACTED, 25 REPORTED TRAINING PROGRAMS. IDENTIFIED PROGRAM CHARACTERISTICS, AND REPORTED THE DEGREE OF EMPHASIS GIVEN CERTAIN PROCEDURES. GUIDELINES FOR PLANNING AND CONDUCTING PROGRAMS WERE SYNTHESIZED AND SUBMITTED TO A JURY OF EXPERTS FOR REFINEMENT AND EVALUATION. FURTHER REFINEMENT RESULTED FROM THE INVESTIGATOR'S VISIT TO A NUMBER OF INSTITUTIONS. GUIDELINES, THUS DEVELOPED, WHICH RECEIVED A MEAN RATING OF 3.00 ON A FOUR-POINT SCALE WERE INCLUDED IN THE REPORT AND CONCERNED THE FOLLOWING AREAS--(1) OBJECTIVES, (2) PROGRAM TYPE, (3) CURRICULUM CONTENT, (4) STUDENT RECRUITMENT, (5) STUDENT SELECTION, (6) COUNSELING, (7) PLACEMENT AND FOLLOWUP, (8) RESIDENCE FACILITIES, (9) INSTRUCTIONAL STAFF, (10) FACILITIES AND EQUIPMENT, (11) PROGRAM ACCEPTANCE, (12) EVALUATION, (13) ACCREDITATION AND LICENSING, AND (14) LOCATION. THE 15 CONCLUSIONS INCLUDED--(1) MOST OF THE PROGRAMS WERE IN 4-YEAR COLLEGES, (2) MANY PROGRAMS WERE DEVELOPING IN OTHER TYPES OF INSTITUTIONS, AND (3) MOST PROGRAMS HAD SMALL ENROLLMENTS, BUT COULD BE EXPECTED TO GROW. (JM)

ED 012 753 VT 000 355

STARLING, JOHN T. BENDER, RALPHE.
INTEGRATING BIOLOGICAL PRINCIPLES WITH INSTRUCTION IN VOCATIONAL AGRICULTURE. A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, COLL. OF AG. HOME EC.

PUB DATE JUL 65

EDRS PRICE MF-\$0.50 HC-\$3.04 76P.

DESCRIPTORS *ACHIEVEMENT GAINS, *BIOLOGY, *PILOT PROJECTS, *TEACHING METHODS, *VOCATIONAL AGRICULTURE, ACADEMIC ACHIEVEMENT, COLUMBUS, COMPARATIVE ANALYSIS, CONTROL GROUPS, OHIO, PROGRAM EVALUATION, SECONDARY SCHOOL STUDENTS, STUDENT EVALUATION, STUDENT INTERESTS, TEACHER ATTITUDES,

TO DETERMINE THE FEASIBILITY OF INTEGRATING BIOLOGICAL PRINCIPLES WITH INSTRUCTION IN VOCATIONAL AGRICULTURE IN OHIO HIGH SCHOOLS, 15 PILOT SCHOOLS AND 8 CONTROL SCHOOLS WERE STUDIED. PRETESTS ADMINISTERED TO STUDENTS IN OCTOBER 1961 WERE AN AGRICULTURAL ACHIEVEMENT TEST, A BIOLOGICAL PRINCIPLES TEST, THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY, AND THE EDUCATIONAL INTEREST INVENTORY. POSTTESTING IN MAY 1964 INCLUDED ALL EXCEPT THE CALIFORNIA SHORT-FORM. A QUESTIONNAIRE ADMINISTERED TO AGRICULTURE TEACHERS IN THE PILOT SCHOOLS REVEALED EIGHT ADVANTAGES, INCLUDING--(1) THE PROGRAM WAS MORE CHALLENGING AND INTERESTING TO STUDENTS, AND (2) IT CAUSED THE TEACHER TO PREPARE BETTER. ONE OF THE FOUR DISADVANTAGES WAS THAT MORE TIME WAS NECESSARY TO TEACH BIOLOGICAL PRINCIPLES, AND OTHER UNITS HAD TO BE DROPPED. INTERPRETATION OF THE TEST DATA WAS THE BASIS FOR EIGHT CONCLUSIONS, INCLUDING--(1) THE NUMBER OF PRINCIPLES TAUGHT WAS THE MOST SIGNIFICANT FACTOR INFLUENCING ACHIEVEMENT IN BIOLOGY, (2) DIFFERENCE IN STUDENT ACHIEVEMENT BETWEEN 1ST- AND 2ND-YEAR PILOT SCHOOLS WAS NOT CONSISTENT ON ALL TESTS, AND (3) FRESHMAN AND SOPHOMORE STUDENTS SHOWED GREATER ACHIEVEMENT THAN JUNIOR AND SENIOR STUDENTS WHEN THE BIOLOGICAL PRINCIPLES APPROACH WAS USED. (EM)

ED 012 754 VT 000 413

GENTRY, GENE A.
MECHANICAL COMPETENCIES NEEDED FOR EMPLOYMENT IN FARM MACHINERY SALES AND SERVICE, AND FARM SUPPLIES AND EQUIPMENT BUSINESSES.

MARYLAND UNIV., COLLEGE PARK

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.60 15P.

DESCRIPTORS *EDUCATIONAL NEEDS, *MECHANICAL SKILLS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, AGRICULTURAL MACHINERY OCCUPATIONS, COLLEGE PARK, FARMERS, MARYLAND, SALES OCCUPATIONS, SERVICE OCCUPATIONS.

OBJECTIVES WERE TO DETERMINE--(1) THE MECHANICAL COMPETENCIES AND UNDERSTANDINGS NEEDED BY EMPLOYEES IN TWO OFF-FARM AGRICULTURAL OCCUPATIONS, AND (2) THE DIFFERENCES BETWEEN COMPETENCIES NEEDED BY THESE EMPLOYEES AND SUCCESSFUL FARMERS. DAVID TUGEND'S SURVEY INSTRUMENT WAS THE BASIS FOR AN INSTRUMENT USED TO INTERVIEW RANDOM SAMPLES OF 25 BUSINESSES SELECTED FROM EACH OF THE TWO AGRICULTURAL OCCUPATIONAL GROUPS IN FIVE MARYLAND COUNTIES (90 FARM SUPPLIES AND EQUIPMENT BUSINESSES AND 66 FARM SALES AND SERVICE BUSINESSES). EMPLOYERS WERE ASKED TO EVALUATE THE NEED FOR 104 MECHANICAL COMPETENCIES BY SALES, SKILLED, AND SEMISKILLED EMPLOYEES. OF THE 72 COMPETENCIES NEEDED, 34 WERE IN FARM POWER AND MACHINERY, AND 30 WERE IN FARM SHOP WORK. RECOMMENDATIONS BASED ON THIS STUDY WERE--(1) PUPILS WHO INTEND TO ENTER FARM MACHINERY SALES AND SERVICE BUSINESSES SHOULD BE GIVEN EXTENSIVE

TRAINING IN FARM POWER AND MACHINERY AND FARM SHOP WORK, ESPECIALLY IN THE AREAS OF WELDING AND METAL WORK, (2) FARM SHOP PROGRAMS FOR TRAINING PUPILS SHOULD BE DESIGNED TO TRAIN FOR AN OCCUPATIONAL GROUP RATHER THAN A LEVEL OF EMPLOYMENT, AND (3) PUPILS PLANNING TO ENTER FARMING OR FARM MACHINERY SALES AND SERVICE BUSINESSES SHOULD RECEIVE MECHANICAL TRAINING IN THE SAME CLASSES. THE 119 SKILLS OR COMPETENCIES IDENTIFIED FOR THIS STUDY WERE RANKED AND COMPARED WITH NEEDS IDENTIFIED IN A 1963 STUDY OF SUCCESSFUL FARMERS IN MARYLAND. (PS)

ED 012 755 VT 000 414

SIMON, ERNEST J. AND OTHERS
VOCATIONAL, TECHNICAL AND ADULT
EDUCATION. REPORT OF MASTER PLAN
COMMITTEE H.

ILLINOIS STATE BOARD OF HIGHER
EDUC., SPRINGFIELD
PUB DATE DEC 63

EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *ADULT EDUCATION,
*EDUCATIONAL PLANNING, *HIGHER
EDUCATION, *TECHNICAL EDUCATION,
*VOCATIONAL EDUCATION, DROPOUTS,
EDUCATIONAL NEEDS, EMPLOYMENT
STATISTICS, EMPLOYMENT TRENDS, EN-
ROLLMENT TRENDS, ILLINOIS, MASTER
PLANS, POSTSECONDARY EDUCATION,
SPRINGFIELD, STATE PROGRAMS, STU-
DENT ENROLLMENT, UNEMPLOYED,

THE STUDY COMMITTEE PRESENTED
ITS REPORT TO THE BOARD OF HIGHER
EDUCATION FOR USE IN DEVELOPING A
"MASTER PLAN" FOR HIGHER EDUCATION
IN ILLINOIS. INCLUDED WERE-(1) CHARACTERISTICS OF ILLINOIS' UNEMPLOYED, (2) DATA ON HIGH SCHOOL DROPOUTS, (3) THE ROLE, NATURE, AND DEMAND FOR ADULT AND TECHNICAL EDUCATION, (4) A RECOMMENDED PLAN FOR ADULT, TECHNICAL, AND SEMITECHNICAL EDUCATION, AND (5) CONDITIONS FOR SUCCESSFUL TECHNICAL EDUCATION IN 2-YEAR COLLEGES. IT WAS PROJECTED THAT-(1) BY 1970, 58-MILLION PERSONS NOW AT WORK AND STILL EMPLOYED WILL NEED TRAINING TO KEEP PACE WITH NEW METHODS, NEW MATERIALS, AND NEW OPPORTUNITIES, (2) 26-MILLION YOUNG WORKERS STARTING TO WORK BETWEEN 1960 AND 1970 MUST MATCH THE NEEDS OF A CHANGING ECONOMY, AND (3) 3-MILLION WOMEN WHO WILL SWITCH FROM HOUSEWORK TO JOBS WILL NEED MARKETABLE SKILLS IN THE DECADE AHEAD. ILLINOIS SHOULD PROVIDE NEW, COLLEGE-LEVEL EDUCATIONAL FACILITIES AND PROGRAMS TO ENROLL APPROXIMATELY 13,900 FULL-TIME AND 13,200 PART-TIME STUDENTS AT THE TECHNICAL LEVEL (2 YEARS), AND 43,000 FULL-TIME AND 40,000 PART-TIME STUDENTS AT THE SEMI-TECHNICAL LEVEL (1 YEAR). (PS)

ED 012 756 VT 000 436

DRABICK, LAWRENCE W.
OCCUPATIONAL AND EDUCATIONAL PLANS
OF VOCATIONAL AGRICULTURE STUDENTS
IN NORTH CAROLINA-A COMPARISON WITH
OTHER STUDENTS.

NORTH CAROLINA UNIV., RALEIGH, N.C.
STATE UNIV.

REPORT NUMBER EDUC-RES-SER-1-1963
PUB DATE AUG 63

EDRS PRICE MF-\$0.50 HC-\$2.56 64P.

DESCRIPTORS *ASPIRATION, *OCCUPATIONAL CHOICE, *STUDENT CHARACTERISTICS, *SURVEYS, *VOCATIONAL AGRICULTURE, ACADEMIC ACHIEVEMENT, COLLEGE ATTENDANCE, COMPARATIVE ANALYSIS, EDUCATIONAL PLANNING, GRADE 12, HIGH SCHOOL STUDENTS, INTELLIGENCE DIFFERENCES, MALES, MARRIAGE, MIGRATION, NORTH CAROLINA, OCCUPATIONAL GUIDANCE, PARENT ATTITUDES, PARENTAL BACKGROUND, RACIAL DIFFERENCES, RALEIGH, RURAL URBAN DIFFERENCES, SIBLINGS, SOCIOECONOMIC BACKGROUND, VOCATIONAL INTERESTS.

THREE FACETS OF THE VOCATIONAL AGRICULTURE STUDENT WERE STUDIED-

(1) HIS EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS, (2) THE RELATIONSHIP OF HIS PLANS TO SOCIAL AND ECONOMIC FACTORS, AND (3) THE DIFFERENCES BETWEEN HIS PLANS AND THE PLANS OF OTHER STUDENTS. THE SAMPLE CONSISTED OF ALL MALE SENIOR STUDENTS IN 11 NEGRO AND 12 WHITE HIGH SCHOOLS REPRESENTING NONMETROPOLITAN ECONOMIC AREAS. THE INTERVIEW SCHEDULE WAS BASED ON QUESTIONS PROBING EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS AND ASPIRATIONS AND THE STUDENT'S BACKGROUND. DATA FOR WHITE AND NEGRO STUDENTS WERE SEPARATED INTO SECTIONS, AND VOCATIONAL AGRICULTURE STUDENTS WERE COMPARED WITH OTHER STUDENTS IN EACH GROUP. BOTH WHITE AND NEGRO VOCATIONAL AGRICULTURE STUDENTS ASPIRED TO OCCUPATIONS OF LESS PRESTIGE AND TO LOWER EDUCATIONAL LEVELS THAN OTHER STUDENTS. THE VOCATIONAL AGRICULTURE STUDENTS WERE FOUND DISPROPORTIONATELY IN THE LOWER INTELLIGENCE RANGES AND RELATED TO THE LOWER ASPIRATIONS. FEWER DIFFERENCES EXISTED BETWEEN VOCATIONAL AGRICULTURE AND OTHER STUDENTS WITHIN GROUPS. BOTH VOCATIONAL AGRICULTURE AND OTHER STUDENTS ASPIRED TO OCCUPATIONAL AND EDUCATIONAL LEVELS HIGHER THAN THEIR FATHERS AND VIEWED EDUCATION AS A MEANS OF REACHING HIGHER GOALS. (JM)

ED 012 757 VT 000 464

O'KELLEY, G.L., JR. LESTER, H.T., JR.

A COMPARISON OF THE COLLEGE PERFORMANCE OF STUDENTS WHO DID AND THOSE WHO DID NOT STUDY VOCATIONAL AGRICULTURE IN GEORGIA HIGH SCHOOLS. VOCATIONAL EDUCATION IN AGRICULTURE, RESEARCH SERIES. (TITLE SUPPLIED).

GEORGIA UNIV., ATHENS, COLL. OF EDUCATION

REPORT NUMBER RES-SER-BULL-3

PUB DATE JUN 64

EDRS PRICE MF-\$0.25 HC-\$1.80 45P.

DESCRIPTORS *COLLEGE ENTRANCE EXAMINATIONS, *COLLEGE STUDENTS, *GRADES (SCHOLASTIC), *HIGH SCHOOL GRADUATES, *VOCATIONAL AGRICULTURE, ABRAHAM BALDWIN AGRICULTURAL COLLEGE, ATHENS, GEORGIA, MALES.

THE OBJECTIVE OF THIS STUDY WAS TO DETERMINE DIFFERENCES BETWEEN (1) MEAN COLLEGE FRESHMAN GRADES, (2) SPECIFIC COURSE GRADES, AND (3) COLLEGE ENTRANCE EXAMINATION BOARD SCORES FOR A GROUP OF FORMER VOCATIONAL AGRICULTURE STUDENTS AND A

GROUP WITHOUT VOCATIONAL AGRICULTURE. THE STUDY POPULATION WAS LIMITED TO 148 MALE COLLEGE FRESHMEN AT ABRAHAM BALDWIN AGRICULTURAL COLLEGE DURING THE 1960-61 SCHOOL YEAR. ALL HAD GRADUATED FROM GEORGIA HIGH SCHOOLS. IT PARALLELED, IN OBJECTIVE AND METHODOLOGY, A STUDY CONDUCTED AT THE UNIVERSITY OF GEORGIA. DATA WERE FURNISHED BY THE COLLEGE REGISTRAR AND PROCESSED BY COMPUTER CENTER PERSONNEL, USING APPROPRIATE STATISTICAL TESTS OF SIGNIFICANCE. DIFFERENCES IN MEAN COLLEGE FRESHMAN GRADES WERE NOT SIGNIFICANT. COLLEGE ENTRANCE EXAMINATION BOARD SCORES SIGNIFICANTLY FAVORED THE NON-VOCATIONAL AGRICULTURE GROUP. SIGNIFICANT DIFFERENCES BETWEEN THE GRADES OF THE TWO GROUPS, FAVORING THE NON-VOCATIONAL AGRICULTURE GROUP, OCCURRED IN ENGLISH 101, AN ENGLISH COMPOSITE, AND MATHEMATICS. NO SIGNIFICANT DIFFERENCE WAS FOUND IN BOTANY, CHEMISTRY, ENGLISH 102, A COMPOSITE OF OTHER COURSES, OR A COMPOSITE OF ALL COURSES. THE VOCATIONAL AGRICULTURE GROUP SEEMED TO EARN HIGHER GRADES THAN WOULD BE EXPECTED WHEN USING THE COLLEGE ENTRANCE EXAMINATION AS A PREDICTOR OF SUCCESS. DIFFERENCES WITHIN THE VOCATIONAL AGRICULTURE GROUP WERE REPORTED. (JM)

ED 012 758 VT 000 468

DRABICK, LAWRENCE W.

THE TEACHER OF AGRICULTURE IN NORTH CAROLINA.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER EDUC-RES-SER-2-1964

PUB DATE MAR 64

EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *EMPLOYMENT PATTERNS, *INSERVICE TEACHER EDUCATION, *TEACHER CHARACTERISTICS, *TEACHER RESPONSIBILITY, *VOCATIONAL AGRICULTURE TEACHERS, EDUCATIONAL FACILITIES, HIGH SCHOOLS, NEGRO TEACHERS, NORTH CAROLINA, RACIAL DIFFERENCES, RALEIGH, SCHOOL REDISTRICTING, TEACHER EDUCATION, TEACHER QUALIFICATIONS, TEACHING LOAD, VOCATIONAL AGRICULTURE.

THE OBJECTIVE OF THIS SURVEY WAS TO IDENTIFY THE SPECIFIC CHARACTERISTICS TYPICAL OF VOCATIONAL AGRICULTURE TEACHERS IN THE STATE. THE 25-PERCENT SAMPLE RESULTED IN USABLE QUESTIONNAIRE RETURNS FROM 97 WHITE AND 29 NEGRO TEACHERS. INFORMATION WAS GATHERED ABOUT THE SCHOOL IN WHICH THE TEACHER WORKED, THE BACKGROUND AND PREPARATION OF THE TEACHER, AND THE ACTIVITIES OF THE TEACHER DURING THE OFFICIAL SCHOOL DAY. CONCLUSIONS REACHED INCLUDED THE OBSERVATIONS THAT (1) MOST SCHOOLS WITH VOCATIONAL AGRICULTURE WERE SMALL AND WOULD BENEFIT BY CONSOLIDATION, (2) THERE WAS CONSIDERABLE DEMAND FOR VOCATIONAL AGRICULTURE, (3) MULTITEACHER DEPARTMENT DEVELOPMENT WAS LAGGING, AND (4) FACILITIES WERE ADEQUATE. THE EXISTING EMPLOYMENT STABILITY OF THE TEACHERS, ESPECIALLY NEGRO TEACHERS, WAS VIEWED AS AN ADVANTAGE, BUT WITH SOME SHORTCOMINGS. MOST

OF THE TEACHERS HAD THEIR PREPARATION IN THE STATE AND WERE INVOLVED IN CONTINUOUS EDUCATION PROGRAMS. MOST OF THE TEACHERS DEVOTED INSCHOOL TIME TO EDUCATIONAL ACTIVITIES IN AGRICULTURE, ALTHOUGH OTHER TEACHING DUTIES, NON-TEACHING DUTIES, AND SERVICE ACTIVITIES FOR BOTH SCHOOL AND NONSCHOOL AGENCIES OR INDIVIDUALS WERE REPORTED. MANY OF THE TEACHERS WOULD PREFER TO HAVE FEWER OF THESE DIVERSIONARY ACTIVITIES. (JM)

ED 012 759 VT 000 482

NOAKES, HAROLD L.
REPORT ON A STUDY OF STUDENT INTERESTS IN FIVE AGRICULTURAL OCCUPATIONS GROUPS, THREE AREAS OF NEW YORK STATE.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.28 7P.

DESCRIPTORS *AGRICULTURAL OCCUPATIONS, *VOCATIONAL INTERESTS, ALBANY, HIGH SCHOOL STUDENTS, NEW YORK, SEX (CHARACTERISTICS), STUDENT ENROLLMENT, VOCATIONAL AGRICULTURE.

DURING 1964-65, QUESTIONNAIRES WERE GIVEN TO 6,706 STUDENTS IN GRADES 8-10 TO ASCERTAIN THEIR INTEREST IN PREPARATION FOR AGRICULTURAL OCCUPATIONS. STUDENTS FROM 13 SCHOOLS WHICH OFFERED AGRICULTURE COURSES, AND NINE WHICH DID NOT, WERE ASKED TO INDICATE THEIR INTEREST IN AGRICULTURAL ACTIVITIES AND THEIR CHOICE OF THE FOLLOWING: (1) AGRICULTURAL MACHINERY AND MECHANICS, (2) AGRICULTURAL SALES AND SERVICE, (3) FARM WORK (OPERATION AND MANAGEMENT), (4) ORNAMENTAL HORTICULTURE, LANDSCAPING, AND FLORICULTURE, (5) CONSERVATION, FORESTRY, AND CAMPSITE ACTIVITIES, OR (6) NO INTEREST. AN AGRICULTURAL OCCUPATION GROUP WAS SELECTED AS FIRST CHOICE BY 2,521 OF THE BOYS AND 1,658 OF THE GIRLS. FIRST CHOICES OF BOYS WERE CONSERVATION, AGRICULTURAL MECHANIZATION, FARM OPERATION AND MANAGEMENT, ORNAMENTAL HORTICULTURE, AND AGRICULTURAL BUSINESS, IN THAT ORDER. FIRST CHOICES OF GIRLS WERE ORNAMENTAL HORTICULTURE, CONSERVATION, FARM OPERATION AND MANAGEMENT, AGRICULTURAL BUSINESS, AND AGRICULTURAL MECHANICS, IN THAT ORDER. FROM THIS DATA, ENROLLMENTS IN AGRICULTURAL COURSES WERE PROJECTED. (EM)

ED 012 760 VT 000 487

BELL, CHARLES L.
INDUSTRIAL ARTS IN THE PUBLIC SECOND-1963.

KANSAS STATE TEACHERS COLLEGE, EMPORIA

PUB DATE MAY 65

EDRS PRICE MF-\$0.50 HC-\$2.40 60P.

DESCRIPTORS *INDUSTRIAL ARTS, *INDUSTRIAL ARTS TEACHERS, *JUNIOR HIGH SCHOOLS, *SENIOR HIGH SCHOOLS, BIBLIOGRAPHIES, CLASS SIZE, COURSES, EDUCATIONAL BACKGROUND, EMPORIA, KANSAS, SCHOOL SURVEYS, STUDENT ENROLLMENT, TEACHER CHARACTERISTICS, TEACHER EDUCATION, TEACHER EXPERIENCE, TEACHER RESPONSIBILITY, TEACHER SALARIES, TEACHING LOAD, TEXTBOOKS,

THE 1962-63 HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION AND SURVEY RESPONSES FROM 84.2 PERCENT OF THE INDUSTRIAL ARTS TEACHERS WERE USED AS DATA FOR THIS STUDY. OF THE 547 SENIOR HIGH SCHOOLS, 480 OFFERED INDUSTRIAL ARTS. ALL 95 JUNIOR HIGH SCHOOLS OFFERED INDUSTRIAL ARTS. GENERAL WOODWORKING WAS OFFERED BY 68.4 PERCENT OF THE SENIOR HIGH SCHOOLS, GENERAL SHOP BY 56 PERCENT, AND DRAFTING BY 54.5 PERCENT. THERE WERE 45 OTHER COURSES IDENTIFIED AS BEING TAUGHT IN AT LEAST ONE SCHOOL. THERE WERE 13 COURSES IDENTIFIED AS BEING TAUGHT IN THE JUNIOR HIGH SCHOOLS. THE STUDY IDENTIFIED 33 GENERAL SHOP AREAS IN SENIOR HIGH SCHOOLS AND 25 IN JUNIOR HIGH SCHOOLS. THERE WERE 24 TYPES OF UNIT SHOPS IDENTIFIED IN SENIOR HIGH SCHOOLS AND 14 IN JUNIOR HIGH SCHOOLS. INDUSTRIAL ARTS ENROLLMENT IN SENIOR HIGH WAS 23,226 AND IN JUNIOR HIGH WAS 13,740. OF THE 556 TEACHERS, 232 TAUGHT THREE OR FEWER CLASSES. IT WAS CONCLUDED THAT: (1) MORE SCHOOLS SHOULD CONSOLIDATE FOR IMPROVEMENT AND EFFICIENCY, (2) WOODWORKING IS OVEREMPHASIZED, (3) SEVERAL UNIT SHOPS ARE REALLY GENERAL SHOPS, (4) MORE ADEQUATE SHOP LIBRARY FACILITIES ARE NEEDED, (5) INSTRUCTIONAL CONTENT SHOULD BE STANDARDIZED, (6) INDUSTRIAL ARTS TEACHERS' SPECIALIZED TRAINING IS NOT BEING UTILIZED FULLY, (7) IT IS ECONOMICALLY ADVANTAGEOUS TO OBTAIN A MASTER'S DEGREE, AND (8) TEACHERS SHOW LITTLE INTEREST IN PROFESSIONAL INDUSTRIAL EDUCATION ORGANIZATIONS. THIS ARTICLE WAS PUBLISHED IN "THE EMPORIA STATE RESEARCH STUDIES," VOLUME 13, NUMBER 3, MARCH 1965. (EM)

ED 012 761 VT 000 488

ORGANIZATION AND MANAGEMENT OF MACHINERY DEALERSHIPS. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 1.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-911-017-1

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$0.88 22P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY OCCUPATIONS, *MARKETING, *TEACHING GUIDES, BUSINESS SKILLS, COLUMBUS, MANAGEMENT, POST SECONDARY EDUCATION BIBLIOGRAPHIES, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A 16-UNIT SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR AGRICULTURAL MACHINERY OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS. THIS MODULE AIMS TO DEVELOP AN UNDERSTANDING OF THE IMPORTANCE, METHODS, JOBS, AND JOB FUNCTIONS OF RETAIL AGRICULTURAL MACHINERY DEALERSHIPS. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH IN STATE STUDIES. SUBJECT-MATTER CONTENT IS PROVIDED FOR THE ROLE OF MACHINERY IN AGRICULTURE, THE DISTRIBUTION OF MACHINERY, AND THE OPERATION OF THE DEALERSHIP. SUGGESTIONS ARE INCLUDED FOR TEACHING-

LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS AND REFERENCES, AND EVALUATION. THE SUGGESTED TIME ALLOTMENT IS 18 HOURS OF CLASS INSTRUCTION. TEACHERS OF THE COURSE SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. POSTSECONDARY STUDENTS ENROLLED IN THE COURSE SHOULD HAVE MECHANICAL APPTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 762 VT 000 489

AGRICULTURAL MACHINERY SERVICE DEPARTMENT OPERATING PROCEDURES. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 2.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-912-017-2

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.28 32P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *MERCHANDISING, *TEACHING GUIDES, AGRICULTURAL MACHINERY, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS MECHANICS, MECHANIC'S HELPERS, PARTS MEN, AND SERVICE SUPERVISORS. THIS GUIDE AIMS TO DEVELOP STUDENTS' KNOWLEDGE OF THE OPERATING PROCEDURES OF A SERVICE DEPARTMENT AND ABILITY TO CARRY OUT THE FUNCTIONS OF A SERVICE EMPLOYEE. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER IN THE UNIT COVERS: (1) IMPORTANCE AND FUNCTION OF A SERVICE DEPARTMENT, (2) LAYOUT AND EQUIPMENT, (3) THE SELLING OF SERVICES, (4) WORK SCHEDULES AND JOB TICKETING PROCEDURES, (5) SERVICE PRICING, (6) PREDELIVERY AND DELIVERY SERVICING, AND (7) WARRANTY ALLOWANCE. TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIAL, REFERENCES, AND SUGGESTIONS FOR EVALUATING THE MODULE ARE GIVEN. THE SUGGESTED TIME ALLOTMENT IS 30 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 96 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS OF THE COURSE SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APPTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 763 VT 000 490

AGRICULTURAL MACHINERY PARTS DEPARTMENT OPERATING PROCEDURES.

AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 3. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-912-017-3
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.56 39P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *MERCHANDISING, *TEACHING GUIDES, AGRICULTURAL MACHINERY, BIBLIOGRAPHIES, BUSINESS SKILLS, COLUMBUS, POST SECONDARY EDUCATION, SALESMANSHIP, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED FOR POST-SECONDARY-LEVEL PREPARATION OF MECHANICS, MECHANIC'S HELPERS, SERVICE SUPERVISORS, AND PARTS MEN, THIS COURSE UNIT AIMS TO HELP TEACHERS DEVELOP STUDENT KNOWLEDGE OF PARTS DEPARTMENT OPERATING PROCEDURES AND ABILITY TO FUNCTION AS A PARTS SERVICEMAN. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES: (1) THE IMPORTANCE, ROLE, JOB REQUIREMENTS, AND PERSONAL CHARACTERISTICS OF THE PARTS MAN, (2) INVENTORY CONTROL, (3) ORDERING AND RECEIVING PARTS AND VERIFYING ORDERS, AND (4) SELLING, DISPLAY, AND ADVERTISING. SUGGESTIONS ARE INCLUDED FOR TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, REFERENCES, OCCUPATIONAL EXPERIENCES, AND EVALUATION. THE TIME ALLOTMENT SUGGESTED IS 20 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 78 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 764 VT 000 491
AGRICULTURAL SALESMANSHIP. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 4. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-902-017-4
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.04 26P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *SALESMANSHIP, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR EMPLOYMENT IN AGRICULTURAL MACHINERY OCCUPATIONS AS PARTS MEN, MECHANICS, HELPERS, AND SERVICE SUPERVISORS, THIS MODULE AIMS TO DEVELOP STUDENT ABILITY TO MEET CUSTOMERS, PRESENT SUPPLIES AND SERVICES TO CUSTOMERS, OVERCOME RESISTANCE, AND CLOSE A SALE. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH IN STATE STUDIES. SUGGESTIONS ARE INCLUDED FOR INTRODUCING THE MOD-

ULE. FOR EACH COMPETENCY, SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, REFERENCES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE SUGGESTED. THE TIME ALLOTMENT SUGGESTED IS 30 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY, AND STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. SUGGESTIONS ARE INCLUDED FOR EVALUATING OUTCOMES. THE SOURCES OF SUPPLEMENTAL MATERIALS ARE LISTED. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 765 VT 000 492
HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. AGRICULTURAL MACHINERY-SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 5.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-903-017-5
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.64 41P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *COMMUNICATION (THOUGHT TRANSFER), *HUMAN RELATIONS, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, OR SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP IN THE STUDENT THE PERSONAL QUALITIES NECESSARY FOR ADVANCEMENT IN A BUSINESS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES EMPLOYMENT OPPORTUNITIES AND PERSONAL QUALITIES, COMMUNICATIONS, AND HUMAN RELATIONS PROBLEM SOLVING. TEACHING-LEARNING ACTIVITIES, OCCUPATIONAL EXPERIENCES, INSTRUCTIONAL MATERIAL, REFERENCES, AND SUGGESTIONS FOR EVALUATING EDUCATIONAL OUTCOMES ARE SUGGESTED. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. SUGGESTED TIME ALLOTMENT IS 24 HOURS OF CLASS INSTRUCTION AND 12 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 766 VT 000 493
METAL FUSION AND FABRICATION WELDING. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE, NUMBER 6.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-786-017-6
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.92 48P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *TEACHING GUIDES, *WELDING, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE IN A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, OR SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT UNDERSTANDING OF WELDING EQUIPMENT AND SUPPLIES, AND ABILITY TO PERFORM SKILLS REQUIRED OF AGRICULTURAL MECHANICS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCTION OF THE MODULE ARE GIVEN. EACH SUBJECT-MATTER UNIT INCLUDES COMPETENCIES TO BE DEVELOPED, SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, SUGGESTED MATERIALS, AND REFERENCES. SUBJECT MATTER AREAS ARE: (1) FUNDAMENTALS AND SAFE WELDING PRACTICES, (2) SELECTION AND CARE OF EQUIPMENT, (3) METAL IDENTIFICATION, (4) ELECTRODE SELECTION, (5) ARC WELDING, (6) CARBON ARC TORCH OPERATION AND MAINTENANCE, (7) FERROUS HARDSURFACING, (8) ARC AND OXYACETYLENE CUTTING, (9) NONFERROUS METAL WELDING AND BRAZING, AND (10) INERT GAS WELDING. SOURCES OF INSTRUCTIONAL MATERIALS, AND REFERENCES AND SUGGESTIONS FOR EVALUATING OUTCOMES ARE INCLUDED. SUGGESTED TIME ALLOTMENT IS 12 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 767 VT 000 494
AGRICULTURAL MACHINERY ASSEMBLY AND LUBRICATION. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 7. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-740-017-7
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$0.72 18P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY OCCUPATIONS, *TEACHING GUIDES, ASSEMBLY, BIBLIOGRAPHIES, COLUMBUS, MAINTENANCE, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS,

THIS GUIDE AIMS TO DEVELOP STUDENT UNDERSTANDING OF THE FUNCTIONS OF LUBRICANTS FOR AGRICULTURAL MACHINERY, SKILL IN THEIR SELECTION, AND UNDERSTANDING OF MACHINERY ASSEMBLY AND ADJUSTMENT. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. THE UNITS ARE ORGANIZED INTO SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, REFERENCES, AND OCCUPATIONAL EXPERIENCES. SUGGESTED TIME ALLOTMENT IS 9 HOURS OF CLASS INSTRUCTION, 129 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 768 VT 000 495
MECHANICAL POWER TRANSFER SYSTEMS. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 8. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-764-017-8
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 CH-\$1.32 33P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *KINETICS, *MECHANICS (PRACTICAL), *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY-LEVEL STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT COMPETENCY IN UNDERSTANDING AND APPLYING THE PRINCIPLES OF MECHANICAL POWER TRANSMISSION IN AGRICULTURAL MACHINERY. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. UNIT AREAS INCLUDE-(1) CLUTCHES, (2) TRANSMISSIONS, (3) DIFFERENTIALS AND FINAL DRIVES, (4) STEERING AND BRAKES, (5) PULLEYS AND BELTS, (6) SPROCKETS AND CHAINS, (7) GEARS, AND (8) BEARINGS. EACH UNIT INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. SUGGESTIONS FOR EVALUATING EDUCATIONAL OUTCOMES ARE INCLUDED. SUGGESTED TIME ALLOTMENT IS 24 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488

THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 769 VT 000 496
HYDRAULIC POWER TRANSFER SYSTEMS. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 9. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-764-017-9
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.08 28P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *HYDRAULICS, *KINETICS, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY-LEVEL STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT COMPETENCY IN UNDERSTANDING BASIC HYDRAULICS AND ITS APPLICATION TO AGRICULTURAL MACHINERY. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. UNITS ARE-(1) TERMINOLOGY, (2) OPERATIONAL PRINCIPLES, (3) SYSTEMS, (4) PUMPS, (5) VALVES, (6) CYLINDERS, (7) PACKINGS, SEALS, LINES, AND FITTINGS, (8) SYSTEM TYPES AND TROUBLESHOOTING PROCEDURES. EACH UNIT INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. SUGGESTIONS ARE MADE FOR EVALUATING EDUCATIONAL OUTCOMES. THE SUGGESTED TIME ALLOTMENT IS 90 HOURS OF CLASS INSTRUCTION, 120 HOURS OF LABORATORY EXPERIENCE, AND 60 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 770 VT 000 497
ADJUSTMENT, MAINTENANCE, AND REPAIR OF TILLAGE, PLANTING, SPRAYING, AND FERTILIZING MACHINERY. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 10. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-740-017-10
PUB DATE AUG 65
EDRS PRICE MF-\$0.50 HC-\$3.32 88P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY OCCUPATIONS, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, MAINTENANCE, POST

SECONDARY EDUCATION, REPAIR, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO HELP TEACHERS PREPARE POSTSECONDARY-LEVEL STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. THE MAJOR OBJECTIVE IS TO DEVELOP (1) STUDENT UNDERSTANDING OF TILLAGE, PLANTING, FERTILIZING, AND SPRAYING MACHINERY, AND (2) STUDENT ABILITY TO ADJUST, REPAIR, AND MAINTAIN THESE MACHINES. SUGGESTIONS FOR INTRODUCTION OF THE MODULE ARE GIVEN. UNIT AREAS COVER-(1) OPERATOR AND SERVICE MANUALS, (2) SOIL TILLAGE, (3) LUBRICATION, (4) TILLAGE, SECONDARY TILLAGE, CULTIVATING, CROP PLANTING, AND FERTILIZER APPLICATING MACHINES, (5) SPRAYERS, AND (6) MACHINERY PAINTING. EACH UNIT AREA INCLUDES SUGGESTED SUBJECT MATTER, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. CRITERIA FOR EVALUATING EDUCATIONAL OUTCOMES ARE LISTED. THE COURSE IS SCHEDULED FOR 94 HOURS OF CLASS INSTRUCTION, 188 HOURS OF LABORATORY EXPERIENCE, AND 142 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE, A HIGH SCHOOL BACKGROUND, AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNARD ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 771 VT 000 498
ADJUSTMENT, MAINTENANCE, AND REPAIR OF CROP HARVESTING MACHINERY. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 11. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER OSU-AGDEX-745-017-11
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.92 48P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY, *AGRICULTURAL MACHINERY OCCUPATIONS, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, HARVESTING, MAINTENANCE, POST SECONDARY EDUCATION, REPAIR, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED FOR HELPING TEACHERS PREPARE POSTSECONDARY-LEVEL STUDENTS FOR AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT COMPETENCY IN ADJUSTING, REPAIRING, AND MAINTAINING CROP HARVESTING MACHINERY. SUGGESTIONS FOR INTRODUCTION OF THE MODULE ARE GIVEN. UNIT AREAS COVER-(1) OPERATOR AND SERVICE MANUALS, (2) LUBRICANT SELECTION AND USE, (3) HAY, FORAGE, GRAIN, AND CORN HARVESTING MACHINES, AND (4) MACHINE PAINTING. EACH UNIT AREA INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-

LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, REFERENCES, AND OCCUPATIONAL EXPERIENCES. REFERENCE IS MADE TO PERTINENT INFORMATION IN OTHER MODULES OF THE SERIES. SUGGESTED TIME ALLOTMENT IS 48 HOURS OF CLASS INSTRUCTION, AND 150 HOURS OF LABORATORY EXPERIENCE, AND 102 HOURS OF OCCUPATIONAL EXPERIENCE. THE TEACHER SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. CRITERIA FOR EVALUATING EDUCATIONAL OUTCOMES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 772 VT 000 499
ADJUSTMENT, MAINTENANCE, AND REPAIR OF SMALL GASOLINE ENGINES. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 12.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-761-017-12
PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.20 30P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *ENGINES, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, MAINTENANCE, POST SECONDARY EDUCATION, REPAIR, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, OR SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT COMPETENCY IN THE ADJUSTMENT, MAINTENANCE, AND REPAIR OF SMALL GASOLINE ENGINES. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS ARE INCLUDED FOR INTRODUCING THE MODULE. SUBJECT-AREA UNITS ARE-(10) NOMENCLATURE, (2) COMBUSTION PRINCIPLES, (3) IGNITION, (4) RUNNING GEAR, AND (5) GOVERNORS AND COOLING SYSTEMS. EACH UNIT INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, MATERIALS, AND REFERENCES. CRITERIA FOR EVALUATING EDUCATIONAL OUTCOMES ARE SUGGESTED. SUGGESTED TIME ALLOTMENT IS 40 HOURS OF CLASS INSTRUCTION AND 68 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 773 VT 000 500
TRACTOR TUNE-UP AND MAINTENANCE.

AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 13.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-763-017-13
PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$2.04 51P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *POST SECONDARY EDUCATION, *TEACHING GUIDES, *TRACTORS, BIBLIOGRAPHIES, COLUMBUS, ENGINES, MAINTENANCE, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT UNDERSTANDING OF A SYSTEMATIC PROCEDURE AND ABILITY TO PERFORM TUNEUPS AND MAINTENANCE TASKS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT-AREA UNITS INCLUDE-(1) ECONOMIC IMPORTANCE OF PROPER TUNING, (2) MAJOR COMPONENTS OF A FARM TRACTOR, (3) VALVE ADJUSTMENT, (4) ELECTRICAL AND IGNITION ADJUSTMENT, (5) AIR, FUEL, AND EXHAUST SYSTEM ADJUSTMENT, (6) COOLING SYSTEM MAINTENANCE AND ADJUSTMENT, AND (7) POWER TRAIN MAINTENANCE AND ADJUSTMENT. EACH UNIT INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, SUGGESTED MATERIALS, AND REFERENCES. SUGGESTED TIME ALLOTMENT IS 24 HOURS OF CLASS INSTRUCTION AND 48 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. SUGGESTIONS FOR EVALUATING EDUCATIONAL OUTCOMES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 774 VT 000 501
GASOLINE TRACTOR ENGINE SYSTEMS. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 14.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-761-017-14
PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.20 30P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *ENGINES, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, TRACTORS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT UNDERSTANDING OF THE OPERATION, COM-

PONENTS, AND FUNCTIONS OF VARIOUS GASOLINE TRACTOR ENGINE SYSTEMS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT-AREA UNITS COVER-(1) OPERATION PRINCIPLES, (2) CONSTRUCTION COMPONENTS, (3) STATIONARY AND MOVING PARTS, AND (4) ELECTRICAL, FUEL, AIR, EXHAUST, AND COOLING SYSTEMS. EACH UNIT INCLUDES SUGGESTED SUBJECT-AREA CONTENT, TEACHING-LEARNING ACTIVITIES, SUGGESTED MATERIALS, AND REFERENCES. CRITERIA FOR THE EVALUATION OF EDUCATIONAL OUTCOMES ARE LISTED. SUGGESTED TIME ALLOTMENT IS 18 HOURS OF CLASS INSTRUCTION AND 24 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH FARM MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN FARM MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 775 VT 000 502
DIESEL ENGINE SYSTEMS. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 15.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-761-017-15
PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.28 32P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *DIESEL ENGINES, *TEACHING GUIDES, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP STUDENT UNDERSTANDING OF THE CONSTRUCTION AND OPERATING PRINCIPLES OF DIESEL ENGINES. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUGGESTIONS FOR THE INTRODUCTION OF THE MODULE ARE GIVEN. SUBJECT-AREA UNITS ARE-(1) OPERATING PRINCIPLES, (2) STRUCTURAL PARTS, (3) RUNNING GEAR, (4) AIR INTAKE AND EXHAUST, (5) FUEL SYSTEMS, AND (6) AUXILIARY SYSTEMS. EACH UNIT INCLUDES SUGGESTED SUBJECT-MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND SUGGESTED MATERIALS AND REFERENCES. CRITERIA FOR EVALUATION OF EDUCATIONAL OUTCOMES ARE LISTED. THE SUGGESTED TIME ALLOTMENT IS 30 HOURS OF CLASS INSTRUCTION AND 24 HOURS OF LABORATORY EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND OCCUPATIONAL INTEREST IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO

STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 776 VT 000 503
TRACTOR REPAIR. AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS, MODULE NUMBER 16.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-761-017-16

PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$2.00 65P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *TEACHING GUIDES, *TRACTORS, BIBLIOGRAPHIES, COLUMBUS, POST SECONDARY EDUCATION, REPAIR, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, AND SERVICE SUPERVISORS. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. THE MAJOR OBJECTIVE IS TO DEVELOP (1) AN UNDERSTANDING OF THE PROCEDURES TO FOLLOW IN OVERHAULING A TRACTOR, AND (2) THE ABILITY TO DISASSEMBLE, REPAIR, REASSEMBLE, AND TUNE THE TRACTOR FOR FIELD OPERATING CONDITIONS. THE GUIDE INCLUDES SUGGESTIONS FOR ITS INTRODUCTION. SUBJECT-AREA UNITS COVER-(1) DIAGNOSING NEEDED TRACTOR REPAIRS, (2) PREPARING A TRACTOR ENGINE FOR REPAIR, (3) REPAIRING TRACTOR ENGINES, CLUTCHES, TRANSMISSIONS, BRAKES, AND STEERING UNITS, (4) REPAIRING AND ADJUSTING FINAL DRIVES AND DIFFERENTIALS, AND (5) PAINTING TRACTORS. EACH UNIT INCLUDES SUGGESTED SUBJECT-AREA CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. CRITERIA FOR EVALUATING OUTCOMES ARE LISTED. THE MODULE IS SCHEDULED FOR 168 HOURS OF CLASS INSTRUCTION, 366 HOURS OF LABORATORY EXPERIENCE, AND 250 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 00 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 777 VT 000 504
COURSE OUTLINE FOR AGRICULTURAL MACHINERY-SERVICE OCCUPATIONS.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER OSU-AGDEX-910-017-1

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.50 42P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *COURSES, *POST SECONDARY EDUCATION, *PROGRAM DEVELOPMENT, AGRICULTURAL MACHINERY, BIBLIOGRAPHIES, COLUMBUS,

THE OBJECTIVE OF THE 16-MODULE COURSE OUTLINED IN THIS GUIDE IS TO HELP TEACHERS PREPARE FORMER FARMERS, HIGH SCHOOL DROPOUTS AND GRADUATES, AND UNEMPLOYED, AND EMPLOYED PERSONS FOR OCCUPATIONAL ENTRY AS AGRICULTURAL MACHINERY SETUP MEN, MECHANIC'S HELPERS, MECHANICS, PARTS MEN, AND SERVICE SUPERVISORS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. THE SELF-CONTAINED, NONSEQUENTIAL UNITS OR MODULES ARE (1) DEALERSHIP MANAGEMENT AND ORGANIZATION, (2) SERVICE DEPARTMENT OPERATING PROCEDURES, (3) PARTS DEPARTMENT PROCEDURES, (4) SALESMANSHIP, (5) HUMAN RELATIONS, (6) METAL FUSION, (7) LUBRICATION, (8) MECHANICAL POWER TRANSFER SYSTEMS, (9) HYDRAULIC POWER TRANSFER SYSTEMS, (10) TILLAGE, PLANTING, SPRAYING, AND FERTILIZING MACHINERY, (11) CROP HARVESTING MACHINERY, (12) SMALL GASOLINE ENGINES, (13) TRACTOR TUNEUP AND MAINTENANCE, (14) GASOLINE TRACTOR ENGINE SYSTEMS, (15) DIESEL ENGINE SYSTEMS, AND (16) TRACTOR REPAIR. THE GUIDE SUGGESTS (1) TIME ALLOTMENTS, (2) SUPPLEMENTARY COURSES TO CORRECT DEFICIENCIES IN MATHEMATICS, COMMUNICATIONS, AND READING COMPREHENSION, (3) COURSE MATERIALS TO ADAPT THEM TO THE NEEDS OF ENROLLEES, (4) OCCUPATIONAL EXPERIENCES, (5) CRITERIA FOR ENROLLEE SELECTION, (6) CRITERIA FOR COURSE EVALUATION, (7) TOOLS AND EQUIPMENT, AND (8) REFERENCES. TEACHERS OF THE COURSE SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE, A HIGH SCHOOL BACKGROUND, AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR \$7.50 PER SET. (JM)

ED 012 778 VT 000 507

ERTEL, KENNETH A. SMITH, GARY R.

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IDAHO STATE BOARD OF VOCATIONAL EDUC., BOISE

REPORT NUMBER CDE-PROF-BULL-SER-5

PUB DATE OCT 64

EDRS PRICE MF-\$0.25 HC-\$1.50 42P.

DESCRIPTORS *BIBLIOGRAPHIES, *DISTRIBUTIVE EDUCATION, *TEACHER EDUCATION, BOISE, BOOKS, COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION.

THIS BIBLIOGRAPHY WAS DEVELOPED FOR THE USE OF INSTITUTIONS PREPARING TEACHER-COORDINATORS AND OTHERS WHO WILL TEACH DISTRIBUTIVE EDUCATION AT THE SECONDARY AND ADULT LEVELS. REFERENCES ARE LISTED ALPHABETICALLY BY AUTHOR OR TITLE UNDER THE FOLLOWING CATEGORIES-(1) DISTRIBUTIVE EDUCATION - PROFESSIONAL, (2) THE ADULT PROGRAM - PROFESSIONAL BOOKS, (3) U.S. OFFICE OF EDUCATION PUBLICATIONS, (4) VOCATIONAL EDUCATION - BASIC UNDERSTANDINGS, AND (5) DISTRIBUTION - TECHNICAL, WITH SUCH SUBHEADINGS AS ACCOUNTING, ECONOMIC, AND MANA-

GEMENT. ADDITIONAL SOURCES OF MATERIALS ARE LISTED. (SL)

ED 012 779 VT 000 509

MEETING EDUCATIONAL NEEDS FOR POST-HIGH SCHOOL AGE YOUTH AND ADULTS IN ALABAMA. A REPORT OF CONFERENCES HELD ON VOCATIONAL, TECHNICAL, AND JUNIOR COLLEGE EDUCATION (AUBURN UNIVERSITY, 1964).

AUBURN UNIV., ALA., SCHOOL OF EDUCATION

PUB DATE 64

EDRS PRICE MF-\$0.50 HC-\$4.00 100P.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL NEEDS, *POST SECONDARY EDUCATION, *SPEECHES, *VOCATIONAL EDUCATION, ALABAMA, AUBURN, CALIFORNIA, CONFERENCES, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS, FLORIDA, JUNIOR COLLEGES, NORTH CAROLINA, PROGRAM PLANNING, SOCIAL INFLUENCES, STATE PROGRAMS, TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION.

SPEECHES GIVEN AT THREE MEETINGS ARE INCLUDED-(1) A FACULTY MEETING OF THE SCHOOL OF EDUCATION, AUBURN UNIVERSITY (JANUARY 31, 1964), (2) THE ANNUAL SPRING CONFERENCE OF THE ALABAMA ASSOCIATION OF SCHOOL ADMINISTRATORS (APRIL 26-27, 1964), AND (3) A CONFERENCE SPONSORED BY THE SCHOOL OF EDUCATION AUBURN UNIVERSITY (JUNE 22-23, 1964). THE SPEECHES ARE-(1) "THE ROLE OF THE JUNIOR COLLEGE," BY B. LAMAR JOHNSON, (2) "SOCIAL FORCES AFFECTING SCHOOL PROGRAMS," BY ROBERT R. WIEGMAN, (3) "EMERGING PURPOSES AND PROGRAMS FOR COMMUNITY EDUCATION," BY RAYMOND E. SCHULTZ, (4) "EMERGING PATTERNS OF ORGANIZING, ADMINISTERING, AND FINANCING COMMUNITY EDUCATION," BY ROBERT R. WIEGMAN, (5) "PROGRAMS IN NORTH CAROLINA," BY FRED EASON, (6) "PROGRAMS IN FLORIDA," BY JAMES L. WATTENBARGER, (7) "PROGRAMS IN CALIFORNIA," BY FRED L. WELLMAN, (8) "OVERVIEW OF STATE PLANS IN ALABAMA FOR TRADE, TECHNICAL, AND JUNIOR COLLEGE EDUCATION," BY AUSTIN R. MEADOWS, (9) "DEVELOPMENTS AND DIRECTIONS IN JUNIOR COLLEGE EDUCATION IN ALABAMA," BY BEN A. FORRESTER, (10) "ALABAMA PLANS AND PROGRAMS WITH NEW FEDERAL LEGISLATION IN VOCATIONAL EDUCATION," BY J. FRED INGRAM, (11) "ALABAMA PLANS AND PROGRAMS FOR VOCATIONAL-TECHNICAL EDUCATION," BY DORSEY L. HAYNES, (12) "ALABAMA PLANS AND PROGRAMS FOR JUNIOR COLLEGE EDUCATION," BY ERNEST R. KNOX, (13) "CONFERENCE SUMMARY AND RECOMMENDATIONS," BY MAURICE LITTON, AND (14) "PROBLEMS CONFRONTING ALABAMA," BY TRUMAN M. PIERCE. (PA)

ED 012 780 VT 001 513

CHANCEY, GILBERT E.

CAREER DEVELOPMENT UNIT-JOB INTERVIEW.

KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$1.50 39P.

DESCRIPTORS *DISTRIBUTIVE EDUCATION, *EMPLOYMENT INTERVIEWS, *HIGH SCHOOLS, *TEACHING GUIDES, *UNITS OF STUDY (SUBJECT FIELDS), LEXINGTON,

THIS 15- TO 20-DAY UNIT WAS DEVELOPED BY A SPECIALIST IN DISTRIBUTIVE EDUCATION FOR USE BY A QUALIFIED, HIGH SCHOOL, DISTRIBUTIVE EDUCATION TEACHER NEAR THE TIME THE STUDENTS WILL BE APPLYING FOR JOBS. THE MAJOR TEACHING OBJECTIVE IS TO DEVELOP IN THE STUDENTS THE EFFECTIVE ABILITY TO BE SUCCESSFUL ON A JOB INTERVIEW. THE SUBJECT MATTER TO BE TAUGHT, TEACHING-LEARNING ACTIVITIES, AND SUGGESTED REFERENCES AND INSTRUCTIONAL MATERIALS ARE GIVEN FOR THE SECTIONS—(1) UNDERSTANDING THE IMPORTANCE OF SELECTING THE RIGHT TYPE OF EMPLOYMENT, (2) UNDERSTANDING THE IMPORTANCE OF SELF-ANALYSIS AND ATTITUDE TOWARD WORK, (3) PREPARING FOR THE INTERVIEW, (4) EXHIBITING GOOD GROOMING AND PROPER DRESS FOR THE INTERVIEW, (5) KNOWING YOURSELF FOR THE INTERVIEW, (6) LOCATING SOURCES OF INFORMATION ON EMPLOYMENT OPPORTUNITIES, (7) USING, EFFECTIVELY, PRIOR TRAINING AND PREPARATIONS IN A JOB INTERVIEW, AND (8) IDENTIFYING QUESTIONS FREQUENTLY ASKED DURING EMPLOYMENT INTERVIEWS. (PS)

ED 012 781 VT 001 593

WYKSTRA, RONALD A.
THE NEBRASKA ECONOMY—MANPOWER AND ECONOMIC GROWTH.
NEBRASKA UNIV., LINCOLN, RES. AND COORD. UNIT
PUB DATE 66

EDRS PRICE MF-\$1.50 HC-\$15.16 379P.
DESCRIPTORS *ECONOMIC FACTORS, *EMPLOYMENT TRENDS, *LABOR FORCE, *POPULATION TRENDS, EDUCATIONAL NEEDS, HUMAN RESOURCES, INCOME, LINCOLN, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, NEBRASKA, VOCATIONAL EDUCATION.

NEBRASKA'S POPULATION AND ECONOMIC GROWTH WERE COMPARED WITH THAT OF THE NATION FROM 1910 UNTIL THE PRESENT, WITH SPECIFIC ATTENTION TO NEBRASKA'S ECONOMIC DEVELOPMENT IN RECENT YEARS. PUBLISHED MATERIAL WAS THE SOURCE OF THE DATA. FROM 1900 TO 1960, NEBRASKA'S POPULATION GROWTH RATE WAS ONE-THIRD THE NATIONAL RATE. THE NET OUT-MIGRATION AVERAGED 10 PERCENT OF THE AVERAGE POPULATION IN EACH OF THE THREE MOST RECENT DECADES. THE AVERAGE ANNUAL RATE OF GROWTH OF TOTAL REAL PERSONAL INCOME WAS 2.28 PERCENT, 1.17 PERCENTAGE POINTS BELOW THE NATIONAL RATE. THIS HAS BEEN INFLUENCED UNFAVORABLY BY THE ORIENTATION OF THE NEBRASKA INDUSTRY MIX TOWARD ECONOMIC SECTORS WHICH HAVE BECOME RELATIVELY LESS IMPORTANT TO THE NATION. RECOMMENDATIONS INCLUDED—(1) PASSING OF AN "ECONOMIC GROWTH ACT," (2) CREATING AN ECONOMIC ADVISORY COUNCIL, (3) ESTABLISHING A DIVISION OF ECONOMIC ANALYSIS WITHIN THE EXECUTIVE DEPARTMENT OF THE STATE GOVERNMENT, (4) ELEVATING THE PRESENT NEBRASKA DIVISION OF RESOURCES TO THE STATUS OF DEPARTMENT OF ECONOMIC DEVELOPMENT, (5) DRAFTING AND IMPLEMENTING A DETAILED ECONOMIC DEVELOPMENT PLAN, (6) PLANNING VOCATIONAL AND GENERAL EDUCATION PROGRAMS, AND (7) ENCOURAGING INDUSTRIAL DEVELOPMENT ON A SELECTIVE BASIS. (PS)

ED 012 782 VT 001 872

COLICCHIO, ANTOINETTE J.
PATTERNMAKING AND DESIGN.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE JAN 67
EDRS PRICE MF-\$1.25 HC-\$12.52 313P.

DESCRIPTORS *CLOTHING DESIGN, *PATTERNMAKING, *STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS, NEEDLE TRADES, NEW BRUNSWICK, TRENTON.

SKILLS IN PATTERNMAKING ARE IMPORTANT TO ALL EMPLOYED IN THE DESIGNING ROOM IN WOMEN'S GARMENT MANUFACTURE. THE OBJECTIVE OF THIS COURSE OF STUDY IS TO ACQUAINT THE STUDENT WITH THE TOOLS AND SYMBOLS OF PATTERNMAKING AND TO HELP HIM MASTER THE BASIC FUNDAMENTALS OF PATTERN DEVELOPMENT. IT FOLLOWS THE COURSE OF STUDY APPROVED BY THE BOARD OF EDUCATION AND WAS TESTED IN VARIOUS CLASSROOMS. THEORY AND PRINCIPLES ARE COMBINED WITH PRACTICAL AND CREATIVE APPLICATION IN COSTUME DESIGN. UNITS ARE—(1) INTRODUCTION TO PATTERNMAKING AND DESIGN, (2) SLOPERS, (3) WAISTS, (4) NECKLINES, (5) CLOSINGS AND EXTENSIONS, (6) COLLARS, (7) SLEEVES, (8) SKIRTS, (9) POCKETS, AND (10) BELTS. EACH UNIT INCLUDES OBJECTIVES, RELATED INFORMATION, ASSIGNMENTS, AND ILLUSTRATIONS. THE COURSE REQUIRES THREE PERIODS PER WEEK FOR 1 1/2 YEARS. STUDENTS SHOULD BE OF HIGH SCHOOL AGE WITH APTITUDES AND GOALS FOR THE NEEDLE TRADES. THE TEACHER SHOULD BE A NEEDLE TRADES INSTRUCTOR. INCLUDED ARE OBJECTIVE AND PERFORMANCE TESTS, ILLUSTRATIONS, AND A BIBLIOGRAPHY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903, FOR \$2.00. (MS)

ED 012 783 VT 001 879

PLANK, HARRY
BUSINESS PROCEDURES USED IN THE AGRICULTURAL SERVICES.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER OSU-AGDEX-875
PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$6.88 172P.
DESCRIPTORS *BUSINESS SKILLS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, *WORKBOOKS, COLUMBUS, HIGH SCHOOLS.

THE PURPOSE OF THIS WORKBOOK IS TO HELP VOCATIONAL AGRICULTURE STUDENTS WHO HAVE AN OCCUPATIONAL INTEREST IN OFF-FARM AGRICULTURE BUSINESS UNDERSTAND BASIC BUSINESS OPERATIONS. THE DOCUMENT WAS DEVELOPED BY A TEACHER WITH BUSINESS EXPERIENCE AFTER CONSULTATION WITH TEACHERS AND BUSINESSMEN AND WAS PUBLISHED AFTER ADVANCE COPIES WERE TRIED WITH CLASSES. THE EDUCATIONAL OBJECTIVES ARE TO HELP STUDENTS DEVELOP AN UNDERSTANDING OF BASIC BUSINESS PRINCIPLES IN FARM SUPPLY, PRINCIPLES OF BUSINESS ACCOUNTING, AND JOB OPPORTUNITIES AND REQUIREMENTS. SECTIONS INCLUDE—(1) FARM AND BUSINESS TYPES, (2) MERCHANDISE INVENTORY, (3) MERCHANT

DISE PRICING, (4) BUSINESS POLICY, (5) SALES TAX, (6) CUSTOMER BILLING, (7) STATEMENTS AND SERVICE CHARGES, (8) CASH BALANCE, (9) PURCHASE AND STORAGE, AND (10) A 1-MONTH PROBLEM. THE WORKBOOK INCLUDES SPECIFIC PROBLEM ASSIGNMENTS, EXAMPLES OF BUSINESS FORMS, AND TABLES. IT WOULD BE APPROPRIATE AS READING AND PROBLEM ASSIGNMENTS OVER A PERIOD OF 100 HOURS FOR VOCATIONAL AGRICULTURE STUDENTS OF GRADES 11 AND 12 WHO ARE ENGAGED IN BUSINESS WORK EXPERIENCE. THIS DOCUMENT IS ALSO AVAILABLE FROM OHIO VOCATIONAL AGRICULTURE, INSTRUCTIONAL MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, 2120 FVFFVE ROAD, COLUMBUS, OHIO 43210, FOR \$2.25. A TEST-ANSWER SUPPLEMENT IS AVAILABLE FROM THE SAME SOURCE FOR \$2.00. (JM)

ED 012 784 08 VT 001 904

FIFIELD, MARVIN WATSON, LARRY E.
A FOLLOW-UP STUDY OF POCATELLO AND IDAHO FALLS HIGH SCHOOL GRADUATES (1954-1963).

IDAHO UNIV., MOSCOW, STATE OCCUPATIONAL RES. UNIT
PUB DATE JUN 67

EDRS PRICE MF-\$0.75 HC-\$6.32 158P.
DESCRIPTORS *CURRICULUM EVALUATION, *FOLLOWUP STUDIES, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, COMPREHENSIVE HIGH SCHOOLS, EMPLOYMENT EXPERIENCE, IDAHO, IDAHO FALLS, MOSCOW, POCATELLO, QUESTIONNAIRES, VOCATIONAL EDUCATION, CONTRACT OEC-5-85-118

OF THE ESTIMATED 8,500 GRADUATES OF POCATELLO AND IDAHO FALLS HIGH SCHOOLS FROM 1954-63, 3,660 COMPLETED AND RETURNED QUESTIONNAIRES COVERING THEIR EDUCATIONAL AND OCCUPATIONAL EXPERIENCES. THE QUESTIONNAIRE WAS DESIGNED TO ELICIT INFORMATION IN THE FOLLOWING AREAS—(1) PERSONAL INFORMATION, (2) POST-HIGH SCHOOL EDUCATIONAL ATTAINMENT, (3) EVALUATION OF THE CURRICULAR PROGRAM, (4) PERSONAL ADJUSTMENT PROBLEMS AFTER GRADUATION, (5) LEISURE TIME ACTIVITIES, AND (6) OCCUPATIONAL INFORMATION. A PERSONAL DATA SHEET CONTAINING INFORMATION FROM THE STUDENT'S CUMULATIVE RECORD WAS PREPARED FOR EACH RESPONDENT. FINDINGS INCLUDED—(1) MANY INDICATED A NEED FOR ADDITIONAL EDUCATION IN SCHOOL PERTAINING TO FAMILY AND INTERPERSONAL RELATIONSHIPS, AND SEX EDUCATION, (2) OVER 50 PERCENT OF THOSE ENTERING COLLEGE DROPPED OUT, (3) THE GUIDANCE PROGRAM WAS GENERALLY INADEQUATE AND INEFFECTIVE FOR THE MAJORITY OF THE STUDENTS, AND (4) THE EDUCATIONAL PROGRAMS IN THE TWO SCHOOLS WERE NOT ADEQUATELY MEETING THE NEEDS OF GRADUATES IN TERMS OF OCCUPATIONAL INFORMATION, VOCATIONAL TRAINING, AND POST-HIGH SCHOOL JOB PLACEMENT. IT WAS RECOMMENDED THAT A DISTRICT-WIDE EVALUATION OF THE SCHOOL PROGRAM BE INITIATED. (PS)

ED 012 785 VT 002 012

CAMPBELL, ROBERT A. BAIRD, PHILIP G.
REPORT OF THE ILLINOIS OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDI-

NATING UNIT (RCU) WORKSHOP FOR VOCATIONAL EDUCATION. SPRINGFIELD, JANUARY 11-12, 1966.

ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.76 94P.

DESCRIPTORS *CONFERENCE REPORTS, *EDUCATIONAL CHANGE, *EDUCATIONAL RESEARCH, *PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, ADMINISTRATIVE POLICY, EDUCATIONAL NEEDS, EVALUATION, ILLINOIS, INNOVATION, INTERAGENCY COORDINATION, PROGRAM PLANNING, RESEARCH COORDINATING UNITS, SPRINGFIELD, TECHNICAL EDUCATION.

CONFERENCE REPRESENTATIVES FROM BUSINESS AND INDUSTRY, ORGANIZED LABOR, HIGHER EDUCATION, SECONDARY EDUCATION, THE STATE DEPARTMENT OF EDUCATION, AND OTHER GOVERNMENTAL AGENCIES TOTALED 160. THEIR OBJECTIVES WERE--(1) TO IDENTIFY NEEDED AREAS OF ATTENTION AND CRITICAL ISSUES FACING VOCATIONAL-TECHNICAL EDUCATION IN ILLINOIS, (2) TO SUGGEST TENTATIVE DIRECTIONS FOR MEETING CURRENT AND FUTURE EDUCATIONAL NEEDS, (3) TO CONSIDER MEANS OF IMPROVING WORKING RELATIONSHIPS AMONG INTERESTED AGENCIES AND GROUPS, (4) TO REVIEW POLICIES AND PROCEDURES PERTAINING TO VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATION, AND (5) TO ESTABLISH A FRAME OF REFERENCE FOR DETERMINING NEEDED RESEARCH AND RESEARCHABLE PROBLEMS. THE MINUTES OF THE MEETING INCLUDE DETAILED REPORTS OF THE FOLLOWING PRESENTATIONS WITH SOME DIRECT QUOTATIONS--(1) "OBJECTIVES OF CONFERENCE," BY J. E. HILL, (2) "THE CHALLENGE TO VOCATIONAL EDUCATION WITH RESPECT TO MAN, EDUCATION, AND WORK," BY GRANT VENN, (3) "STRUCTURING VOCATIONAL EDUCATION TO MEET THE CHALLENGE," BY RUPERT EVANS, AND (4) "STRATEGIES FOR CHANGE THROUGH RESEARCH AND DEVELOPMENT," BY ALLEN LEE. (EM)

ED 012 786 VT 002 152
LOUDERMILK, KENNETH M. AND OTHERS

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART III.

IDAHO UNIV., MOSCOW, STATE OCCUPATIONAL RES. UNIT

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$1.96 49P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT PRACTICES, *LUMBER INDUSTRY, *OCCUPATIONAL SURVEYS, ACADEMIC ACHIEVEMENT, EDUCATIONAL BACKGROUND, EMPLOYEES, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, IDAHO, MOSCOW, OCCUPATIONS, QUESTIONNAIRES, VOCATIONAL EDUCATION, CONTRACT OEC-5-85-118

DATA COLLECTED FROM 27 LUMBER MILLS THROUGH 131 SUPERVISOR INTERVIEWS AND 1,192 EMPLOYEE QUESTIONNAIRES IDENTIFIED 188 JOB TITLES FOR 3,871 EMPLOYEES. EMPLOYMENT EXPANSION WAS PLANNED BY 36 FIRMS, AND A DECREASE WAS EXPECTED BY 20 FIRMS. MOST FIRMS MADE EMPLOYMENT PROJECTIONS ON AN ANNUAL BASIS, REFLECTING THEIR ANNUAL BUDGET PRACTICES. TECHNOLOGICAL CHANGES

WERE EXPECTED IN MATERIALS HANDLING, PROCESS AUTOMATION, AND MACHINE SYSTEMS. PROMOTION IN THE FIELD WAS BASED ON SENIORITY AND ABILITY. EMPLOYEES' AGES RANGED FROM 18 TO 68 WITH THE MEDIAN BETWEEN 33 AND 34 YEARS. EIGHTY-FOUR PERCENT OF THE EMPLOYEES HAD LIVED IN THEIR RESPECTIVE COMMUNITIES AT LEAST 5 YEARS. ONLY 3 PERCENT HAD LESS THAN 8 YEARS OF EDUCATION, AND 67 PERCENT HAD COMPLETED 12 OR MORE YEARS. COURSES WHICH WERE CHECKED BY MORE THAN HALF THE SUPERVISORS AS BEING USEFUL WERE--(1) BASIC ARITHMETIC, (2) WELDING, (3) HAND TOOL USAGE, AND (4) FIRST AID AND SAFETY. BASIC ARITHMETIC WAS THE COURSE MOST OFTEN LISTED BY THE EMPLOYEES AS BEING USEFUL. WELDING WAS THE COURSE LISTED AS MOST DESIRED BY EMPLOYEES. QUESTIONNAIRES, JOB TITLE LISTS, AND NUMBERS OF EMPLOYEES ARE GIVEN. (EM)

ED 012 787 VT 002 332

WILSON, RICHARD C.

RESEARCH REPORT, 1965-1966.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.08 27P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CONNECTICUT, CURRICULUM DEVELOPMENT, HARTFORD, LITERATURE REVIEWS, OCCUPATIONAL SURVEYS, RESEARCH PROJECTS, SCHOOL SURVEYS, VOCATIONAL FOLLOWUP.

STATE STAFF, LOCAL GUIDANCE COUNSELORS, AND COLLEGE AND UNIVERSITY PERSONNEL OF CONNECTICUT CONDUCTED 32 VOCATIONAL RESEARCH STUDIES. EACH IS SUMMARIZED TO INCLUDE PROJECT NUMBER, PRINCIPAL INVESTIGATOR, PROJECT CONSULTANT, PURPOSE OF STUDY, SOURCE OF DATA, AND FINDINGS AND CONCLUSIONS. SOME STUDIES ARE PRESENTLY IN PROGRESS. THEY INCLUDE--(1) GRADUATE FOLLOWUPS OF VOCATIONAL AND TECHNICAL SCHOOLS, (2) A STUDY OF THE ROLE OF DATA PROCESSING IN VOCATIONAL EDUCATION, (3) A REPORT ON STUDENT ADMISSION TO AREA VOCATIONAL SCHOOLS, (4) SURVEYS OF MANPOWER NEEDS IN THE FISHERIES OCCUPATIONS, AIR CONDITIONING AND REFRIGERATION INDUSTRY, AND HOSPITALS IN CONNECTICUT, (5) A SURVEY OF HEALTH OCCUPATIONS CURRICULUMS, (6) DEVELOPMENT OF A CURRICULUM FOR NONFARM AGRICULTURAL EMPLOYMENT IN CONNECTICUT, (7) A STUDY OF BEGINNING OFFICE WORKERS IN CONNECTICUT, AND (8) A SURVEY OF TRAINING NEEDS IN CONNECTICUT PLASTICS INDUSTRIES. (PS)

ED 012 788 VT 002 341

CLOW, CLETUS A.

BUSINESS EDUCATION CURRICULUM IMPLICATIONS OF THE EFFECTS OF TECHNOLOGY ON THE TYPES OF OFFICE MACHINES USED BY SELECTED CONNECTICUT BUSINESSES.

CENTRAL CONNECTICUT STATE COLL., NEW BRITAIN

PUB DATE APR 67

EDRS PRICE MF-\$0.50 HC-\$2.96 74P.

DESCRIPTORS *CURRICULUM PLANNING, *EDUCATIONAL NEEDS, *OFFICE MACHINES, *OFFICE OCCUPATIONS EDUCATION, BUSINESS, CONNECTICUT, HARTFORD, NEW BRITAIN, QUESTIONNAIRES, SURVEYS.

CONTRACT OEC-5-85-121

WITH THE ULTIMATE OBJECTIVE OF UPGRADING VOCATIONAL PROGRAMS OF OFFICE EDUCATION, A STUDY WAS MADE TO DETERMINE THE TYPES OF OFFICE MACHINES USED IN SELECTED BUSINESSES OF CONNECTICUT, THE NUMBER OF EMPLOYEES USING THEM, AND THE BUSINESS EDUCATION CURRICULUM IMPLICATIONS OF THE INCREASING OR DECREASING USE OF ANY TYPE OF OFFICE MACHINES. QUESTIONNAIRE RESPONSES WERE OBTAINED FROM 3,168 CONNECTICUT BUSINESSES, REPRESENTING 59 DIFFERENT TYPES LOCATED IN THE 17 LABOR MARKET AREAS, AND FROM 124 HIGH SCHOOLS, REPRESENTING 95 PERCENT OF THE 131 CONNECTICUT PUBLIC HIGH SCHOOLS OFFERING INSTRUCTION ON THE USE OF OFFICE MACHINES. FINDINGS FROM THE SURVEY OF BUSINESSES SHOWED--(1) AN ALMOST 2 TO 1 USE OF THE 10-KEY ADDING MACHINE OVER THE FULL-KEY BOARD, (2) WIDESPREAD USE OF THE ROTARY AND PRINTING CALCULATOR, (3) USE OF BOOKKEEPING AND ACCOUNTING MACHINES BY ALMOST 24.5 PERCENT OF THE BUSINESSES, (4) USE OF THE OFFSET TYPE OF DUPLICATOR BY 35 PERCENT OF THE 1,434 BUSINESSES WHICH USED A TYPE OF OFFICE DUPLICATOR, (5) A DECREASED USE OF THE KEY-DRIVEN CALCULATORS, AND (6) MANY FULL-TIME JOB OPPORTUNITIES FOR CARD PUNCH, VERIFIER, AND TRANSCRIBING MACHINE OPERATORS. BUSINESS EDUCATION CURRICULUM IMPLICATIONS INCLUDED--(1) THE NECESSITY TO PROVIDE ADEQUATE INSTRUCTION IN USING THE 10-KEY LISTING MACHINE, CARD PUNCH MACHINE, OFFSET PROCESS OF COPY REPRODUCTION, AND PRINTING CALCULATOR, AND (2) THE NEED FOR INCREASED TRAINING IN MACHINE TRANSCRIBING ACTIVITIES. (PS)

ED 012 789 VT 003 128

IADIPAOLO, MARIE V.

PROJECTS FOR GROUP GUIDANCE.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

PUB DATE JUN 66

EDRS PRICE MF-\$1.75 HC-\$17.24 431P.

DESCRIPTORS *GROUP GUIDANCE, *GUIDANCE SERVICES, *RESOURCE UNITS, EDUCATIONAL GUIDANCE, ESSEX COUNTY, GROUP INSTRUCTION, HIGH SCHOOLS, INDIVIDUAL DEVELOPMENT, NEW BRUNSWICK, OCCUPATIONAL GUIDANCE, SOCIAL RELATIONS, STUDENT PROBLEMS.

THE PURPOSE OF THIS RESOURCE UNIT IS TO AID GUIDANCE FUNCTIONS OF THE HOMEROOM AND PLANNED GROUP GUIDANCE PROGRAM. THE ULTIMATE OBJECTIVE IS TO HELP THE STUDENT TO UNDERSTAND HIMSELF BY FOCUSING IN GROUP SITUATIONS ON PROBLEMS COMMON TO TEENAGERS AND THEN TO SEEK ADDITIONAL COUNSELING WHEN NECESSARY. IT WAS DEVELOPED BY THE GUIDANCE DEPARTMENT AT THE ESSEX COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOL IN NEW JERSEY. UNITS ARE--(1) EDUCATIONAL GUIDANCE, (2) PERSONAL GUIDANCE, (3) SOCIAL GUIDANCE, (4) VOCATIONAL GUIDANCE, AND (5) CIVIC

GUIDANCE. THE ORGANIZATION OF EACH PROJECT INCLUDES OBJECTIVES, AN OUTLINE OF INFORMATION, SUGGESTED PROCEDURES AND ACTIVITIES, AND SOME RESOURCES FOR THE TEACHER AND THE STUDENT. THE MATERIAL IS FOR USE BY CERTIFIED TEACHERS WITH ANY HIGH SCHOOL HOMEROOM GROUP, ESPECIALLY THOSE IN A VOCATIONAL PROGRAM. A GENERAL OUTLINE FOR THE COURSE AND TEACHER REFERENCES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903, FOR \$2.00. (MS)

ED 012 790

VT 003 252

DECKER, JOHN P.

A FUNCTIONAL ANALYSIS OF PARAMEDICAL OCCUPATIONS AS A FOUNDATION FOR CURRICULUM DEVELOPMENT.
ARIZONA HEALTH SERVICES EDUCATION ASSN., PHOENIX
PUB DATE 31 AUG 67

EDRS PRICE MF-\$1.00 HC-\$9.50 245P.

DESCRIPTORS *BEHAVIORAL SCIENCE RESEARCH, *CURRICULUM DEVELOPMENT, *HEALTH OCCUPATIONS EDUCATION, *MEDICAL LABORATORY ASSISTANTS, EDUCATIONAL RESEARCH, JOB ANALYSIS, JOB SKILLS, LABORATORIES, PARAMEDICAL OCCUPATIONS, PHOENIX, PROBLEMSOLVING,
GRANT OEG-4-6-062193-2229

A MAJOR PURPOSE OF THIS PROJECT WAS THE DERIVATION OF A PROCEDURE FOR ANALYZING THE FUNCTIONS OF A MEDICAL LABORATORY ASSISTANT IN SUCH A WAY THAT CHARACTERISTICS USUALLY DESCRIBED ABSTRACTLY AS SKILL OR BACKGROUND KNOWLEDGE, WHICH CAN BE EVALUATED ONLY INTUITIVELY AND SUBJECTIVELY, CAN BE DEFINED INSTEAD IN CONCRETE TERMS THAT CAN BE DEALT WITH RATIONALLY AND OBJECTIVELY. THE PROCEDURE USED WAS AN ADAPTION OF "EVENTAL ANALYSIS," AN ANALYTICAL TECHNIQUE DEVELOPED MUCH EARLIER BY THE PRINCIPAL INVESTIGATOR FOR COMPLEX PROBLEMS OF ECOLOGICAL SUCCE-

SSION. "EVENTAL ANALYSIS" CONSISTS ESSENTIALLY OF MAKING ALL KEY STATEMENTS REDUCIBLE TO PHILOSOPHICAL FUNDAMENTALS, THAT IS, TO STATEMENTS OF CHILDLIKE SIMPLICITY ABOUT REAL OBJECTS AND REAL EVENTS. BECAUSE EXPERIENCE IS THE DISTINGUISHING CHARACTERISTIC OF THE TRAINED ASSISTANT, AS COMPARED TO THE NOVICE, EVENTAL SPECIFICATION OF THE PRIMARY COMPONENT OF THE QUALITY "EXPERIENCE" WAS NARROWED TO A LIST OF ERRORS AND HOW TO AVOID THEM. FOR EACH LABORATORY PROCEDURE SELECTED FOR STUDY, THREE TEXTBOOKS WERE SEARCHED FOR ERRORS ASSOCIATED WITH THE PROCEDURES, AND THE DATA WERE ASSEMBLED AS A LIST OF PROBLEMS (OBSERVATIONS OF ERRONEOUS RESULTS) WITH EXPLANATIONS AND CORRECTIVE ACTIONS. THE FINAL DATA WERE ASSEMBLED AS APPENDIX A OF THIS REPORT. EXAMINATION QUESTIONS WERE DERIVED FROM THE DEFINITIVE PROBLEMS OF APPENDIX A AND WERE ASSEMBLED AS APPENDIX B. (PS)

subject index

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF PHYSICS

REPORT OF THE
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FOR THE YEAR 1900

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of the country's history. The story
begins with the first of the
great American writers, and the
story ends with the last of the
great American writers.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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project resumes

Accession Number--an identification number sequentially assigned to project documents as they are processed.

Title of the Research Project.

Investigator(s)--the individual(s) responsible for the conduct of the project.

Institutional Source--the organization at which the research activity is conducted.

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

SAMPLE ENTRY

EP 000 000

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A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

INVESTIGATOR: JASPEN, NATHAN

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-61234

CONTRACT/GRANT OEC-6-12-01234-0039

DESCRIPTORS: *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

START DATE 12-15-65

END DATE 06-30-67

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 80 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's Initials.

Office of Education Program--a code for the legislative program which supported the research activity.

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

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EP 010 950 24
PROFESSIONAL ORIENTATIONS OF GRADUATE STUDENTS AND DETERMINANTS OF MEMBERSHIP IN THE GRADUATE STUDENTS UNION AT THE UNIVERSITY OF CALIFORNIA.

INVESTIGATOR, BROWN, E. RICHARD
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-1-001

PROPOSAL DATE 28 JUN 67
GRANT OEG-9-8-080001-0032

DESCRIPTORS *GRADUATE STUDENTS, *STUDENT ATTITUDES, *STUDENT COLLEGE RELATIONSHIP, *UNIONS, *UNIVERSITIES, BERKELEY, GRADUATE SURVEYS, INTERVIEWS, QUESTIONNAIRES,

START DATE 10-01-67 END DATE 09-30-68

GRADUATE STUDENTS AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY WILL BE STUDIED TO DETERMINE WHAT FACTORS OF THEIR SOCIAL RELATIONS HAVE CAUSED THE FORMATION OF THE UNION OF UNIVERSITY-EMPLOYED GRADUATE STUDENTS AS A LOCAL OF THE AMERICAN FEDERATION OF TEACHERS. FINDINGS FROM THE STUDY WILL BE USED TO DETERMINE WHETHER OR NOT THE STRUCTURE OF THE SOCIAL RELATIONS OF GRADUATE STUDENTS IS CHANGING BECAUSE THEIR IDENTIFICATION WITH THEIR DISCIPLINES, THEIR PROFESSION, AND THE FACULTY HAS DECREASED WHILE THEIR IDENTITY AS GRADUATE STUDENTS HAS INCREASED. AS PART OF A PILOT STUDY IN PROGRESS AT THE TIME THIS PROJECT WAS PROPOSED, A DEVELOPMENTAL STUDY OF THE UNION WILL BE WRITTEN, AND A FINAL SURVEY INSTRUMENT WILL BE DEVELOPED BASED ON RESULTS OBTAINED FROM A COMBINATION QUESTIONNAIRE THAT HAS BEEN USED TO INTERVIEW A RANDOM SAMPLE OF THE UNION MEMBERS. THE PROJECT SURVEY WILL BE CONDUCTED DURING THE WINTER QUARTER OF 1968 WITH APPROXIMATELY 350 GRADUATE STUDENTS IN 10 DEPARTMENTS ON THE BERKELEY CAMPUS. THE SURVEY WILL INCLUDE PAST AND PRESENT MEMBERS OF THE UNION, NONUNION EMPLOYED GRADUATE STUDENTS, AND GRADUATE STUDENTS WHO ARE NOT EMPLOYED AND HAVE NOT BEEN MEMBERS OF THE UNION. A MAILED QUESTIONNAIRE WILL BE USED TO SURVEY THE FACULTY MEMBERS IN THE SELECTED DEPARTMENTS. THIS DATA WILL BE COMPARED WITH SIMILAR DATA FROM THE STUDENTS TO DETERMINE HOW DIFFERENTLY THE ATTITUDES OF THESE GROUPS ARE PERCEIVED FROM THE WAY THEY PERCEIVE SELVES. A STATISTICAL ANALYSIS OF THE RESULTS WILL BE MADE AND A REPORT WILL BE WRITTEN. (AL)

EP 010 951 24
ASPECTS OF SPEECH COMPREHENSION BY CHILDREN AND ADULTS.

INVESTIGATOR, AMMON, PAUL R.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-114

PROPOSAL DATE 06 JUN 67
GRANT OEG-7-8-070114-0029

DESCRIPTORS *AGE DIFFERENCES, *AURAL LEARNING, *COMPREHENSION, *LISTENING, *TRANSFORMATION THEORY (LANGUAGE), AUDITORY PERCEPTION, BERKELEY, LINGUISTICS, LISTENING SKILLS,

START DATE 10-01-67 END DATE 09-30-68
RESEARCH INTENDED TO CONTRIBUTE TO THE DEVELOPMENT OF A THEORETICAL MODEL OF SPEECH COMPREHENSION

WILL STUDY TWO ASPECTS OF LISTENING-(1) INTERACTION BETWEEN THE BELIEFS OF LISTENERS AND THE SENTENCES WHICH THEY HEAR, AND (2) THE TEMPORAL COURSE OF COMPREHENSION. THE MODEL TO BE DEVELOPED IS EXPECTED TO DESCRIBE THE COGNITIVE PROCESSES INVOLVED IN THE ASSIMILATION AND INTERPRETATION OF ORAL DISCOURSE. THE GENERAL OUTLINES OF THE COMPREHENSION MODEL WILL BE DRAWN FROM LINGUISTIC THEORY AND A LOGICAL ANALYSIS OF THE LISTENING TASK. THE EMPIRICAL RESEARCH TO BE DONE IN THIS PROJECT IS NEEDED TO FURTHER SPECIFY THE MODEL AND TO IDENTIFY CHANGES IN THE MODEL AS A FUNCTION OF AGE, FROM CHILDHOOD TO ADULTHOOD. AT LEAST THREE EXPERIMENTS WILL BE CONDUCTED. SUBJECTS WILL BE TWO GROUPS-(1) ADULT STUDENTS OF APPROXIMATELY 22.5 YEARS AND CHILDREN WHO HAVE RECENTLY COMPLETED THE THIRD GRADE. ONE EXPERIMENT WILL STUDY ONE ASPECT OF SENTENCE CONTENT, TERMED PREDICTION PROBABILITY. THE RELATIVE PREDICTION PROBABILITY IN A COMPLEX SENTENCE RESULTS FROM AN INTERACTION OF SENTENCE CONTENT WITH THE LISTENER'S KNOWLEDGE AND BELIEFS ABOUT THE WORLD. TWO OTHER EXPERIMENTS WILL EXPLORE ASPECTS OF THE DELAY BETWEEN STIMULUS SENTENCES AND QUESTIONS TO DETERMINE WHETHER THE PATTERN OF COMPREHENSION CHANGES AS A FUNCTION OF THE TIME AT WHICH RESPONSES ARE ELICITED. THIS PROJECT IS LARGELY EXPLORATORY IN NATURE, AND ALTHOUGH NOT AIMED DIRECTLY AT EDUCATIONAL PRACTICE, THE RESULTS CAN POINT THE WAY FOR FURTHER RESEARCH AND MAY HAVE APPLICATION TO THE TEACHING OF LISTENING SKILLS AND TO THE STYLISTICS OF AUDIOINSTRUCTIONAL MATERIALS. (AL)

EP 010 952 24

THE DEVELOPMENT OF AN EVALUATION AND ASSESSMENT PACKAGE FOR COMPENSATORY EDUCATIONAL PROGRAMS FOR THE CULTURALLY DISADVANTAGED ADOLESCENT.

INVESTIGATOR, HARRISON, FOREST I.
CLAREMONT GRADUATE SCHOOL AND UNIV. CTR., CALIF.

BUREAU NUMBER BR-1-110

PROPOSAL DATE 21 JUN 67
GRANT OEG-9-8-070110-0036

DESCRIPTORS *COMPENSATORY EDUCATION, *ECONOMICALLY DISADVANTAGED, *EDUCATIONALLY DISADVANTAGED, *EVALUATION METHODS, *MEASUREMENT, *PROGRAM EVALUATION, *TESTS, CLAREMONT, CULTURALLY DISADVANTAGED, MEASUREMENT INSTRUMENTS,

START DATE 10-01-67 END DATE 03-31-69

A PACKAGE OF EVALUATION AND ASSESSMENT INSTRUMENTS WILL BE DEVELOPED THAT CAN BE USED SPECIFICALLY FOR THE EVALUATION OF COMPENSATORY EDUCATIONAL PROGRAMS FOR THE DISADVANTAGED ADOLESCENT. THE PROJECT IS INTENDED TO PROVIDE EVALUATORS THE MEANS TO DETERMINE THE EXTENT TO WHICH THE OBJECTIVES OF THEIR COMPENSATORY PROGRAMS HAVE BEEN REALIZED. THE PACKAGE WOULD INCLUDE (1) A SET OF TEST OBJECTIVES WHICH WILL BE DERIVED FROM A LIST OF PROGRAM OBJECTIVES, (2) A SET OF EVALUATION AND ASSESSMENT INSTRUMENTS, (3) TECHNIQUES

FOR ADMINISTERING AND SCORING THESE INSTRUMENTS, AND (4) A REPORT OF A STUDY IN WHICH THE INSTRUMENTS WERE USED TO EVALUATE A COMPENSATORY EDUCATIONAL MODEL. THIS REPORT CAN SERVE AS A DETAILED EVALUATION MODEL FOR PROGRAM EVALUATORS TO FOLLOW. A TEAM WILL BE FORMED OF ADVANCED GRADUATE STUDENTS IN EDUCATION, PSYCHOLOGY, ANTHROPOLOGY, AND SOCIOLOGY WHO ARE SPECIALISTS IN EVALUATION AND ASSESSMENT, PARTICULARLY IN INSTRUMENT CONSTRUCTION. THIS TEAM WILL (1) COMPILER A LIST OF TEST OBJECTIVES FROM A STUDY OF RESEARCH LITERATURE, PROJECT PROPOSALS, AND REPORTS, (2) SEARCH FOR AND DEVELOP EVALUATION AND ASSESSMENT INSTRUMENTS, (3) USE THE INSTRUMENTS TO EVALUATE A COMPENSATORY EDUCATIONAL PROGRAM FOR DISADVANTAGED ADOLESCENTS, AND (4) DEVELOP THE EVALUATION AND ASSESSMENT PACKAGE INTO A MONOGRAPH THAT CAN BE DISTRIBUTED TO THOSE WHO ARE INTERESTED. (AL)

EP 010 953 24

AN EMPIRICAL STUDY OF THE DOMINATING PREDICTIVE FEATURES OF SPOKEN LANGUAGE IN A REPRESENTATIVE SAMPLE OF SCHOOL PUPILS.

INVESTIGATOR, MARASCUILO, LEONARD A. *LOBAN, WALTER

CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-1-106

PROPOSAL DATE 25 MAY 67
GRANT OEG-9-8-070106-0081

DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *LONGITUDINAL STUDIES, *PREDICTIVE MEASUREMENT, *SOCIOECONOMIC INFLUENCES, *SPEECH IMPROVEMENT, *SPEECH SKILLS, BERKELEY, SPEECH HABITS,

START DATE 10-01-67 END DATE 09-30-68

A LONGITUDINAL STUDY OF SCHOOL PUPILS' ORAL LANGUAGE PATTERNS WILL BE MADE BY COMPUTER ANALYSIS OF EXISTING DATA. THE LANGUAGE PATTERNS GATHERED FOR ONE SET OF STUDENTS WILL BE ANALYZED TO COMPARE THE LANGUAGE FEATURES OF THE STUDENTS DURING GRADES 1, 2, AND 3 WITH THEIR LANGUAGE DURING GRADES 10, 11, AND 12. THE LANGUAGE SAMPLES WERE GATHERED FROM 207 STUDENTS WHO WERE SELECTED TO REPRESENT A COMPLETE RANGE OF THE SOCIOECONOMIC, INTELLECTUAL, ETHNIC, AND SEX DISTRIBUTION OF PUPILS IN OAKLAND, CALIFORNIA. INTERVIEWS THAT WERE INDIVIDUALLY CONDUCTED WITH EACH PUPIL WERE RECORDED EACH SPRING. THESE STRUCTURED INTERVIEWS, THAT INCLUDED CONVERSATION IN RESPONSE TO QUESTIONS AND INTERPRETATIONS OF A SET OF SIX PICTURES, WERE TRANSCRIBED IN CONFORMANCE WITH A SPECIAL SET OF RULES. EACH SUBJECT'S LANGUAGE WILL BE ANALYZED IN TERMS OF 13 FACTORS. THE PRINCIPAL COMPONENT SCORE FOR GRADES 1-3 WILL BE USED TO DETERMINE THE SUBJECTS LANGUAGE PROFICIENCY AT THE BEGINNING OF THEIR SCHOOL TRAINING, AND A STUDY WILL BE MADE TO DETERMINE HOW WELL THESE SCORES PREDICT THE STUDENT'S PROFICIENCY IN GRADES 10-12. A SECONDARY OBJECTIVE IS TO RELATE THE PRINCIPAL COMPONENT SCORES TO THE VARIABLES OF SEX, ETHNIC BACKGROUND, SOCIOECONOMIC STATUS, IQ, AND TEACHER RATINGS ON SPOKEN LANGUAGE. ALL DATA HAS BEEN

SCORED AND PLACED ON IBM CARDS. STATISTICAL ANALYSIS WILL BE PERFORMED BY COMPUTER USING SOME EXISTING PROGRAMS AND SOME YET TO BE WRITTEN. (AL)

EP 010 954 24

THE RELATIVE IMPORTANCE OF FAMILY, PEERS AND SCHOOL TO THE PRE-ADOLESCENT AND ADOLESCENT.

INVESTIGATOR, LARSON, LYLE E.
OREGON UNIV., EUGENE

BUREAU NUMBER BR-7-1-106

PROPOSAL DATE 67

GRANT OEG-9-8-070105-0035

DESCRIPTORS *ADOLESCENTS, *PARENT INFLUENCE, *PEER RELATIONSHIP, *ROLE THEORY, *SOCIAL INFLUENCES, *SOCIALIZATION, *SOCIOCULTURAL PATTERNS, *STUDENT SCHOOL RELATIONSHIP, DATA PROCESSING, EUGENE, PARENT CHILD RELATIONSHIP, QUESTIONNAIRES, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT,

START DATE 10-01-67 END DATE 06-30-68

THE INFLUENCE OF THE FAMILY, PEERS, AND THE SCHOOL IN THE PROCESS OF SOCIALIZATION OF PREADOLESCENTS AND ADOLESCENTS WILL BE EXPLORED TO DETERMINE THE RELATIVE IMPORTANCE OF THE EFFECTS OF EACH OF THESE PRIMARY UNITS. THE STUDY WILL ATTEMPT TO ANSWER THESE QUESTIONS-(1) IS THE PARENT, PEER GROUP, OR THE SCHOOL MOST IMPORTANT TO THE PREADOLESCENT, (2) WHICH OF THESE UNITS IS MOST IMPORTANT TO THE ADOLESCENT, (3) DOES THE IMPORTANCE OF EACH SOCIAL UNIT INCREASE, REMAIN STABLE, OR DECREASE OVER TIME, (4) WHAT ARE THE PERCEPTIONS OF PREADOLESCENTS AND ADOLESCENTS CONCERNING THE ROLE EXPECTATIONS OF THEIR PARENTS, THEIR BEST FRIENDS, AND THEIR TEACHERS FOR BOTH CURRENT AND FUTURE REMAIN STABLE, OR DECREASE OVER TIME, (4) WHAT ARE THE PERCEPTIONS OF PREADOLESCENTS AND ADOLESCENTS CONCERNING THE ROLE EXPECTATIONS OF THEIR PARENTS, THEIR BEST FRIENDS, AND THEIR TEACHERS FOR BOTH CURRENT AND FUTURE ROLES, AND (5) WHAT IS THE EFFECT OF EACH SOCIAL UNIT ON BEHAVIOR. A PRETESTED AND PRECODED QUESTIONNAIRE WILL BE ADMINISTERED TO ALL STUDENTS IN THE SIXTH, NINTH, AND 12TH GRADES IN ONE COMMUNITY IN SOUTHERN OREGON. THESE GRADES WERE SELECTED BECAUSE THEY WERE SEEN AS IMPORTANT CRISIS POINTS FOR THE CHILD IN TERMS OF BOTH CURRENT AND ANTICIPATORY ROLE IDENTITY. A QUESTIONNAIRE WILL ALSO BE FILLED OUT BY THE PARENTS AND THE TEACHER OF EACH CHILD. NUMBER CODING WILL PERMIT IDENTIFICATION OF THE FAMILY UNIT AND COMPLETE ANONYMITY WILL BE ASSURED. STATISTICAL ANALYSIS WILL BE PERFORMED BY COMPUTER. RESULTS OF THE STUDY ARE EXPECTED TO ASSIST IN RELATING EXISTING THEORY AND RESEARCH TO PROVIDE A MORE SYSTEMATIC EXPLANATION OF THE INFLUENCE OF SOCIOCULTURAL FACTORS ON ATTITUDES AND BEHAVIORS. (AL)

EP 010 955 24

AN ANALYSIS OF THE BEHAVIORAL OUTCOMES OF AN NDEA ADVANCED COUNSELING INSTITUTE FOR SCHOOL PSYCHOLOGISTS.

INVESTIGATOR, BARCLAY, JAMES R.
CALIFORNIA STATE COLL., HAYWARD

BUREAU NUMBER BR-1-098

PROPOSAL DATE 26 MAY 67

GRANT OEG-9-8-070098-0026

DESCRIPTORS *ADJUSTMENT PROBLEMS, *BEHAVIOR PROBLEMS, *BEHAVIORAL SCIENCES, *PROBLEM CHILDREN, *PSYCHOLOGISTS, *PSYCHOMETRISTS, COUNSELOR EVALUATION, COUNSELOR PERFORMANCE, HAYWARD,

START DATE 09-15-67 END DATE 06-15-68

THIS PROJECT WILL VIDEOTAPE THE COUNSELING BEHAVIORS OF 20 APPLICANTS WHO HAVE NOT PARTICIPATED IN AN INSTITUTE FOR SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS TO BE HELD IN THE SUMMER OF 1967 AT CALIFORNIA STATE COLLEGE AT HAYWARD, CALIFORNIA. PARTICIPANTS FOR THE INSTITUTE HAVE BEEN SELECTED BY RANDOM DRAWING, AND 20 OF THE APPLICANTS WHO WERE NOT SELECTED TO PARTICIPATE WILL SERVE AS A CONTROL GROUP TO PROVIDE A COMPARISON FOR EVALUATING THE EFFECTS OF THE INSTITUTE IN PRODUCING BEHAVIORAL CHANGES IN THE PARTICIPANTS. THIS EVALUATION WILL EXPLORE (1) THE RELATION OF SCHOOL PSYCHOLOGISTS' THEORETICAL VIEWS TO THEIR ACTUAL BEHAVIOR IN THE SCHOOL, (2) THE BACKGROUNDS OF THOSE PARTICIPANTS WHO ARE FOUND SUSCEPTIBLE TO CHANGE BY THE INSTITUTE, (3) SHIFTS IN CASE WORK TIME ALLOTMENTS BY PARTICIPANTS, (4) PERSISTENCE OF INSTITUTE-PRODUCED LEARNINGS RELATED TO SPECIFIC AREAS OF PRACTICE, (5) CHANGES IN ATTITUDES OF PARTICIPANTS TOWARD THE PRACTICES OF THEIR ASSOCIATES IN SCHOOL PSYCHOLOGY, AND (6) DIFFERENCES BETWEEN CONTROLS AND PARTICIPANTS IN EACH OF THESE AREAS TO BE EXPLORED. EVALUATION WILL BE MADE FROM COMPLETED INSTRUMENTS AND FROM THREE SELECTED EPISODES THAT WILL BE FILMED FOR EACH CONTROL AND PARTICIPANT IN THE PERFORMANCE OF THEIR TASKS DEALING WITH A CHILD BEHAVIOR PROBLEM, SUCH AS DISRUPTIVE BEHAVIOR OR MALADAPTIVE SOCIAL LEARNING. EVALUATORS OF THE FILMED EPISODES WILL NOT BE INFORMED OF THE IDENTITY OF THE CONTROLS AND PARTICIPANTS BEING EVALUATED. (AL)

EP 010 956 24

EFFECTS OF A LISTENING PROGRAM IN CONTEMPORARY MUSIC UPON THE APPRECIATION BY JUNIOR HIGH SCHOOL STUDENTS OF REPRESENTATIVE LITERATURE OF OTHER PERIODS.

INVESTIGATOR, FANTA, KAREN L.

CALIFORNIA UNIV., BERKELEY

BUREAU NUMBER BR-7-1-098

PROPOSAL DATE 08 MAY 67

GRANT OEG-9-8-070093-0037

DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *CULTURAL EDUCATION, *INSTRUCTIONAL TECHNOLOGY, *MUSIC EDUCATION, *PHONOTAPE RECORDINGS, BERKELEY, TRANSFER OF TRAINING,

START DATE 10-01-67 END DATE 09-30-68

A COURSE OF MUSIC FOR JUNIOR-HIGH SCHOOL STUDENTS WILL BE DEVELOPED THAT WILL ANALYZE CONTEMPORARY MUSIC AND RELATE IT TO MUSIC OF OTHER STYLES. THE HYPOTHESIS BEING INVESTIGATED IS THAT JUNIOR-HIGH SCHOOL STUDENTS WHO RECEIVE GUIDED ANALYTICAL LISTENING IN CONTEMPORARY MUSIC WILL SHOW A GREATER

UNDERSTANDING OF SELECTED WORKS FROM THE 17TH, 18TH, AND 19TH CENTURIES THAN STUDENTS RECEIVING OTHER LISTENING INSTRUCTION OR STUDENTS NOT EXPOSED TO MUSICAL INSTRUCTION. THE COURSE WILL BE RECORDED ON TAPE AND BE PRESENTED IN 18 HALF-HOUR LESSONS TO AN EXPERIMENTAL GROUP IN THE FALL OF 1967. THE EXPERIMENTAL GROUP WILL CONSIST OF TWO CLASSES EACH IN THE SEVENTH GRADE OF FIVE SELECTED JUNIOR-HIGH SCHOOLS IN CALIFORNIA. THE REMAINING SEVENTH GRADE STUDENTS WILL FORM TWO CONTROL GROUPS THAT WILL BE (1) THE SEVENTH-GRADE GENERAL LISTENING CLASSES, AND (2) STUDENTS WHO WILL RECEIVE NO MUSIC INSTRUCTION. ALL GROUPS WILL BE GIVEN A PRETEST THAT IS INTENDED TO MEASURE UNDERSTANDING OF 17TH, 18TH, AND 19TH CENTURY MUSIC. INTELLIGENCE SCORES AND PREVIOUS MUSICAL TRAINING WILL BE NOTED. TWO POST-TESTS WILL BE GIVEN, ONE AT THE END OF INSTRUCTION AND THE OTHER, 6 MONTHS LATER TO ASSESS THE CARRY-OVER EFFECTS OF THE TRAINING. THE TESTS WILL BE IN THREE FORMS CONTAINING DIFFERENT BUT EQUIVALENT MUSICAL SELECTIONS. ALL TESTS AND TRAINING WILL BE INCORPORATED IN THE REGULAR COURSE OF TRAINING. (AL)

EP 010 957 24

REACTIVATION OF MEMORY BY HYPNOSIS AND SUGGESTION.

INVESTIGATOR, MORDEY, THEOBOLD

UNIVERSITY OF SOUTHERN CALIFORNIA,

LOS ANGELES

BUREAU NUMBER BR-7-1-071

PROPOSAL DATE 67

GRANT OEG-9-8-070071-0034

DESCRIPTORS *COGNITIVE PROCESSES, *HYPNOSIS, *LEARNING, *MEMORY, *MOTIVATION, *RECALL (PSYCHOLOGICAL), LOS ANGELES,

START DATE 11-01-67 END DATE 10-31-68

THE PERSISTENCE OF MEMORY TRACES OF MEANINGFUL MATERIAL WILL BE INVESTIGATED IN A STUDY THAT WILL USE HYPNOTIC REGRESSION TO DETERMINE (1) WHETHER OR NOT MEMORY TRACES CAN BE REACTIVATED WITHOUT RELEARNING BY THE TECHNIQUE OF HYPNOTIC REGRESSION AND (2) WHETHER OR NOT MEMORY TRACES REACTIVATED BY HYPNOSIS CAN THEN BE MADE AVAILABLE IN THE WAKING STATE BY POSTHYPNOTIC SUGGESTIONS. THE STUDY IS AN ATTEMPT TO DETERMINE WHETHER PAST LEARNINGS ARE DESTROYED DURING THE PASSAGE OF TIME OR WHETHER THEY ARE ONLY UNAVAILABLE AT THE TIME FOR RECALL. AN EXPERIMENTAL GROUP AND THREE CONTROL GROUPS WILL CONSIST OF SUBJECTS ABLE TO ENTER DEEP HYPNOSIS. A FOURTH CONTROL GROUP WILL CONSIST OF NONSUSCEPTIBLE SUBJECTS. THE SUBJECTS IN THE DIFFERENT GROUPS WILL BE MATCHED IN TERMS OF THEIR SCORES ON FORM "A" OF A MEMORY TEST, WHILE FORM "B" WILL BE USED IN THE EXPERIMENT. THE EXPERIMENTAL GROUP WILL GO THROUGH FOUR STEPS-(1) LEARN MATERIAL TO BE TESTED WHILE AWAKE, (2) TAKE MEMORY TEST WHILE AWAKE, (3) BE HYPNOTIZED AND REGRESSED, GIVEN SUGGESTIONS OF EXCELLENT MEMORY AND MOTIVATION, AND TESTED, (4) WHEN AWAKE, GIVEN POSTHYPNOTIC SUGGESTIONS OF REMEMBERING AS WHEN RE-

GRESSED AND TESTED. VARIATIONS OF THIS TREATMENT WILL BE GIVEN THE CONTROL GROUPS IN SIMILAR STEPS. HYPNOSIS WILL BE USED ONLY WITH CONTROL GROUP 1 TO SUGGEST GOOD MEMORY AND PROVIDE MOTIVATION, BUT THIS GROUP WILL NOT BE REGRESSED. CONTROL GROUPS 2 AND 4 WILL ONLY FAKE REGRESSION, AND CONTROL GROUP 3 WILL REMAIN AWAKE. THE RESULTS OF THE EXPERIMENT ARE EXPECTED TO BE OF BOTH THEORETICAL AND PRAGMATIC SIGNIFICANCE. (AL)

EP 010 958 24

EFFECT OF A KINDERGARTEN PROGRAM OF PERCEPTUAL TRAINING UPON THE LATER DEVELOPMENT OF READING SKILLS.

INVESTIGATOR, ROY, IRVING
MANTECA UNIFIED SCHOOL DISTRICT, CALIF.

BUREAU NUMBER BR-7-I-018

PROPOSAL DATE 03 FEB 67

GRANT OEG-9-8-070018-0030

DESCRIPTORS *CURRICULUM DEVELOPMENT, *KINDERGARTEN, *PERCEPTUAL DEVELOPMENT, *PRESCHOOL TESTS, *READING ACHIEVEMENT, *READING READINESS, KINDERGARTEN CHILDREN, MANTECA, READING, READING READINESS TESTS, SCREENING TESTS.

START DATE 09-01-67 END DATE 06-30-68

A PROGRAM OF PERCEPTUAL TRAINING FOR KINDERGARTEN STUDENTS WILL BE CONDUCTED TO EXPLORE TWO BASIC RELATED AREAS OF CONCERN IN THE DEVELOPMENT OF THE PRIMARY READING PROGRAM—(1) HOW CAN THE KINDERGARTEN EXPERIENCE BE MADE MORE MEANINGFUL FOR THE LATER DEVELOPMENT OF READING SKILLS, AND (2) CAN A PROGRAM OF TRAINING FOR PERCEPTUAL DEVELOPMENT INCREASE THE LIKELIHOOD THAT THE YOUNGSTER WILL SUCCEED IN LEARNING TO READ. IN EACH OF TWO SCHOOLS, ONE CONTROL CLASS WILL HAVE THE STANDARD KINDERGARTEN EXPERIENCE, AND ONE EXPERIMENTAL CLASS WILL RECEIVE A SYSTEMATIC TRAINING PROGRAM FOR PERCEPTUAL DEVELOPMENT. THIS TRAINING WILL INCLUDE EXERCISES IN VISUAL PERCEPTION, SIZE CONSTANCY, DIRECTION, FIGURE-GROUND RELATIONSHIPS, AND TRAINING IN AUDITORY, TACTILE, AND PERCEPTUAL DISCRIMINATION AND INTEGRATION. THE SCHOOLS WERE SELECTED ON THE BASIS OF LARGE STUDENT POPULATION, PHYSICAL PROXIMITY, AND THE SPREAD OF SOCIOECONOMIC LEVELS IN THE AREA. CHILDREN WILL BE ASSIGNED TO CLASSES ON THE BASIS OF A PREKINDERGARTEN SCREENING. A STANDARD READING-READINESS TEST WILL BE USED AT THE END OF THE KINDERGARTEN YEAR TO ASSESS THE DIFFERENCES IN READINESS FOR READING. FURTHER COMPARISONS WILL BE AVAILABLE AT THE END OF THE FIRST GRADE FROM THE RESULTS OF THE STATE-REQUIRED STANFORD READING ACHIEVEMENT TEST. FORM W. RESULTS OF THE STUDY WILL BE MADE AVAILABLE FOR PUBLICATION. (AL)

EP 010 959 24

A STUDY OF THE RELATIONSHIP BETWEEN THEME FORMS OF SELECTED TWENTIETH-CENTURY PIANO CONCERTOS.

INVESTIGATOR, HANSON, JOHN R.
CARROLL COLL., WAUKESHA, WIS.

BUREAU NUMBER BR-7-E-157

PROPOSAL DATE 04 APR 67

GRANT OEG-9-8-000157-1803

DESCRIPTORS *MUSIC, *MUSIC EDUCATION, *MUSIC THEORY, WAUKESHA.

START DATE 07-01-67 END DATE 11-30-68

THE MUSIC SCORES OF 30 TO 50 PIANO CONCERTOS WRITTEN IN THE 20TH CENTURY WILL BE STUDIED TO ANALYZE THE ORDERING OF THE THEMATIC MATERIAL OF EACH MOVEMENT AND TO SEARCH FOR POSSIBLE RELATIONSHIPS BETWEEN THE THEMES OF THE MOVEMENTS OF EACH WORK. THE OBJECTIVE OF THE STUDY IS TO DETERMINE (1) TO WHAT EXTENT THE 20TH-CENTURY COMPOSERS HAVE USED 18TH AND 19TH CENTURY CLASSICAL FORMS IN THEIR COMPOSITIONS, (2) TO WHAT EXTENT INNOVATIONS IN FORMAL STRUCTURING OCCUR, AND (3) HOW, IF AT ALL, DIFFERENT STYLES OF WRITING MAY HAVE INFLUENCED THE FORMAL ARRANGEMENTS OF PIANO CONCERTOS. THIS STUDY IS EXPECTED TO HELP CLARIFY THE 20TH-CENTURY COMPOSERS' APPROACH TO THE PIANO CONCERTO AND TO PROVIDE A SOURCE OF INFORMATION FOR TEACHERS OF FORM AND OF 20TH-CENTURY TECHNIQUES COURSES. THIS STUDY COULD ALSO BE A VALUABLE AID FOR PIANISTS AND CONDUCTORS WHEN PREPARING FOR THE PERFORMANCE OF A CONCERTO. THE STUDY WILL BE DONE IN ROCHESTER, NEW YORK, USING THE SCORES OF THE SIBLEY MUSIC LIBRARY OF THE EASTMAN SCHOOL OF MUSIC. (AL)

EP 010 960 24

A COMPARISON OF LEVELS OF LANGUAGE DEVELOPMENT IN THE SEARCH AND WRITING OF GRADE ONE STUDENTS USING THE INITIAL TEACHING ALPHABET AND STUDENTS RECEIVING TRADITIONAL INSTRUCTION.

INVESTIGATOR, FOLTA, BERNARR P.
WEST LAFAYETTE COMMUNITY SCHOOL CORP., IND.

BUREAU NUMBER BR-7-IE-145

PROPOSAL DATE 31 MAR 67

GRANT OEG-9-8-000145-0214

DESCRIPTORS *INITIAL TEACHING ALPHABET, *LANGUAGE ARTS, *LINGUISTICS, *ORAL COMMUNICATION, *WRITING SKILLS, ORTHOGRAPHIC SYMBOLS, WEST LAFAYETTE.

START DATE 07-01-67 END DATE 12-31-67

THE SPEECH AND WRITING OF FIRST-GRADE STUDENTS IN CLASSES USING THE INITIAL TEACHING ALPHABET (ITA) WILL BE COMPARED WITH THE SPEECH AND WRITING OF STUDENTS IN CLASSES USING TRADITIONAL ORTHOGRAPHY. THE PURPOSES OF THIS STUDY ARE TO DETERMINE WHETHER OR NOT THE ITA STUDENTS SPEAK AND WRITE MORE LINGUISTICALLY MATURE SENTENCES THAN STUDENTS IN THE TRADITIONAL CLASSES AND TO COMPARE LEVELS OF LINGUISTIC MATURITY OF THE SPEECH RESPONSES AND WRITING RESPONSES OF THE STUDENTS IN EACH GROUP. THREE ITA CLASSES AND THREE TRADITIONAL CLASSES WILL PROVIDE A SAMPLE OF 140 CHILDREN WHO ARE DESCRIBED AS "CULTURALLY ADVANTAGED" AND ABOVE AVERAGE IN INTELLIGENCE. A RANDOM SAMPLING OF ORAL RESPONSES WILL BE GATHERED TO GIVE A TOTAL OF 10 TAPES, EACH WITH A MINIMUM OF 300 WORDS, FROM EACH CLASS. EACH PUPIL WILL SUBMIT 10 WRITTEN ASSIGNMENTS, ALSO TALLING NOT LESS THAN 300 WORDS. ANALYSIS OF THE LINGUISTIC MATURITY OF THE EXPRESSIONS WILL

BE MADE BY USING THE "T-UNIT LENGTH" AS DEFINED BY DR. KELLOGG HUNT. THE T-UNIT IS A GRAMMATICAL STRUCTURE THAT CONTAINS ONE MAIN CLAUSE THAT IS CAPABLE OF SYNTACTIC EXPANSION BY THE IMBEDDING OF CLAUSAL OR NONCLAUSAL STRUCTURES. THE LENGTH OF A T-UNIT IS DETERMINED BY THE NUMBER OF WORDS IN THE UNIT. THE GROUP DIFFERENCES IN LINGUISTIC MATURITY WILL BE ANALYZED IN RELATION TO I.Q. SCORES, SOCIOECONOMIC STATUS, ACHIEVEMENT SCORES, AND CHRONOLOGICAL AGES IN MONTHS. (AL)

EP 010 961 24

THE EFFECTIVENESS OF STUDENT TUTORS EMPLOYING DIAGNOSTIC AND SMALL GROUP TECHNIQUES IN FOURTH GRADE READING IN A LOW SOCIOECONOMIC DISTRICT.

INVESTIGATOR, KLOSTERMAN, SISTER L.
DAYTON UNIV., OHIO

BUREAU NUMBER BR-7-E-127

PROPOSAL DATE 01 MAR 67

GRANT OEG-9-8-000127-0212

DESCRIPTORS *ECONOMICALLY DISADVANTAGED, *GROUP INSTRUCTION, *INDIVIDUAL INSTRUCTION, *READING INSTRUCTION, *STUDENT TEACHING, *TEACHING TECHNIQUES, *TUTORING, DAYTON, ELEMENTARY SCHOOLS, READING TESTS.

START DATE 09-05-67 END DATE 06-30-68

THIS STUDY WILL TEST THE HYPOTHESIS THAT DIAGNOSTIC TUTORING OF INDIVIDUALS OR SMALL GROUPS BY STUDENT-TEACHER PERSONNEL WILL BE EFFECTIVE FOR PUPILS FROM A LOW SOCIOECONOMIC BACKGROUND. FOUR, LOW SOCIOECONOMIC ELEMENTARY SCHOOLS THAT DO NOT HAVE SPECIAL READING PROGRAMS IN THE FOURTH GRADE WILL PARTICIPATE IN THE STUDY. THREE SCHOOLS WILL BE EXPERIMENTAL SCHOOLS AND THE FOURTH SCHOOL WILL BE A CONTROL. ALL FOURTH-GRADE CLASSES IN THE EXPERIMENTAL SCHOOLS WILL PARTICIPATE IN THE STUDY. CHILDREN IN EACH CLASSROOM WILL BE RANDOMLY DIVIDED INTO ONE OF THREE GROUPS—(1) TO BE TUTORED INDIVIDUALLY, (2) TO BE TUTORED IN SMALL, MATCHED GROUPS OF 3 TO 5 STUDENTS, AND (3) THOSE WHO WILL COMPRISE A CLASSROOM CONTROL GROUP. EACH STUDENT-TEACHER WILL TUTOR TWO OR THREE SUBJECTS INDIVIDUALLY AND ONE OR TWO GROUPS. TUTORING IN THIS PROJECT WILL CONSTITUTE PART OF THE REQUIRED STUDENT-TEACHING EXPERIENCE. EACH STUDENT TEACHER WILL BE GIVEN 3 TO 5 HOURS OF TRAINING BEFORE THE PROJECT STARTS. DURING THE PROJECT, CONTINUING SUPERVISION AND INSTRUCTION WILL INCLUDE A 2-HOUR SEMINAR AND 5 HOURS OF INSTRUCTION EACH WEEK. THE TRAINING TO BE GIVEN TO THE TUTORS IS DESCRIBED AND THE DETAILS OF THE PUPIL INSTRUCTIONAL DESIGN ARE PRESENTED. THE CALIFORNIA READING ACHIEVEMENT TEST WILL BE USED FOR A PRETEST, MIDTERM TEST, AND POSTTEST. A STATISTICAL ANALYSIS OF THE RESULTS WILL BE MADE. (AL)

EP 010 962 24

A STUDY OF ATTITUDE TOWARD MENTAL RETARDATION BY UNITED STATES AND ISRAELI EDUCATORS, LABORERS, SEMI-

SKILLED WORKERS, MANAGERS, AND EXECUTIVES.

INVESTIGATOR, JORDAN, JOHN E.
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

BUREAU NUMBER BR-7-E-126

PROPOSAL DATE 27 FEB 67

GRANT OEG-0-8-000126-0197

DESCRIPTORS *ATTITUDE TESTS, *ATTITUDES, *CLASS ATTITUDES, *COMMUNITY ATTITUDES, *EDUCATIONAL ATTITUDES, *MEASUREMENT INSTRUMENTS, EAST LANSING, FORCED CHOICE TECHNIQUE, OPINIONS.

START DATE 07-15-67 END DATE 06-30-68

THE PREDOMINANT ATTITUDES TOWARD EDUCATION, ESPECIALLY OF THE MENTALLY RETARDED, HELD BY SELECTED INTEREST GROUPS IN AREAS OF THE UNITED STATES AND ISRAEL, AND POSSIBLY IN YUGOSLAVIA AND SELECTED COUNTRIES IN LATIN AMERICA AND ASIA, WILL BE DETERMINED AS ONE PART OF THIS STUDY. THE SECOND PART OF THE STUDY IS CONCERNED WITH THE APPLICATION OF THE SPECIAL METHODOLOGICAL APPROACH THAT HAS BEEN PLANNED. THE SUBSTANTIVE PORTION OF THIS STUDY WILL DETERMINE (1) THE PREDOMINANT VALUE ORIENTATIONS AND (2) THE PREDOMINANT ATTITUDES TOWARD THE EDUCATION AND REHABILITATION OF THE MENTALLY RETARDED AMONG THE FOLLOWING INTEREST GROUPS IN EACH OF THE RESEARCH COUNTRIES: (1) ELEMENTARY SCHOOL TEACHERS, (2) SECONDARY SCHOOL TEACHERS, (3) SPECIAL EDUCATORS AND REHABILITATION WORKERS, (4) LABORERS AND SEMI-SKILLED WORKERS, AND (5) MANAGERS AND EXECUTIVES. FOR THIS STUDY, SPECIAL ATTITUDE ASSESSMENT SCALES WILL BE DEVELOPED BY APPLICATION OF GUTTMAN'S FACET THEORY AND WILL BE FIELD TESTED IN ISRAEL. OTHER OBJECTIVES OF THE METHODOLOGY PLANNED ARE TO (1) ASSESS CONFIGURAL RELATIONSHIPS AMONG THE PRINCIPAL VARIABLES OF THE STUDY IN EACH OF THE RESEARCH COUNTRIES BY MEANS OF THE GUTTMAN SMALLEST SPACE ANALYSIS PROCEDURES, (2) ASSESS THE PREDICTIVE VALIDITY OF FOUR HYPOTHESIZED DETERMINANTS OF ATTITUDES (VALUATIONAL, CONTACTUAL, DEMOGRAPHIC, AND ATTITUDINAL) TOWARD EDUCATION AND TOWARD MENTAL RETARDATION IN EACH OF THE RESEARCH COUNTRIES, AND (3) TO COMPARE EACH OF THE ANALYSES DESCRIBED ABOVE ACCORDING TO THE RANKING OF EACH OF THE RESEARCH COUNTRIES AS DETERMINED BY THE DEGREE OF ECONOMIC MODERNIZATION AND BY RELATED INDEXES OF MODERNIZATION. (AL)

EP 010 963 24

A STUDY OF THE RELATIONSHIP BETWEEN SELECTED FACETS OF SPOKEN LANGUAGE AND ACHIEVEMENT IN FIRST GRADE READING.

INVESTIGATOR, BOUGERS, MARGUERITE B.

CHICAGO UNIV., ILL.

BUREAU NUMBER BR-7-E-125

PROPOSAL DATE 67

CONTRACT OEC-0-8-070125-0219

DESCRIPTORS *BEGINNING READING, *ORAL EXPRESSION, *READING READINESS, *SYNTAX, *VOCABULARY SKILLS, CHICAGO, READING, READING READINESS TESTS, READING TESTS, SPEECH SKILLS.

START DATE 09-01-67 END DATE 01-31-68

SELECTED ORAL LANGUAGE FACTORS WILL BE INVESTIGATED TO DETERMINE THE RELATIONSHIP OF THOSE FACTORS TO SUCCESSFUL ACHIEVEMENT IN BEGINNING READING. THE OBJECTIVES OF THIS STUDY ARE (1) TO DETERMINE THE RELATIONSHIP BETWEEN SELECTED SYNTACTIC AND VOCABULARY FACTORS IN THE ORAL LANGUAGE OF FIRST-GRADE ENTRANTS AND THEIR SUBSEQUENT LEVELS OF ACHIEVEMENT IN READING, (2) TO DETERMINE WHETHER SPECIFIC FACTORS IN ORAL LANGUAGE PREDICT READING ACHIEVEMENT AS ACCURATELY AS A STANDARDIZED READING-READINESS MEASURE, AND (3) TO DETERMINE HOW MUCH IS ADDED TO THE PREDICTIVE VALUE OF A READING-READINESS MEASURE BY SELECTED ORAL LANGUAGE FACTORS. A STRATIFIED RANDOM SAMPLE OF FIRST GRADE PUPILS WILL BE DRAWN FROM A WIDE SOCIOECONOMIC RANGE. EARLY IN THE SCHOOL YEAR, SUBJECTS WILL BE TESTED WITH A STANDARDIZED READING-READINESS MEASURE. ORAL LANGUAGE SAMPLES WILL BE TAPE RECORDED FOR EACH SUBJECT IN A UNIFORM INTERVIEW SITUATION, AND TYPED TRANSCRIPTIONS WILL BE ANALYZED TO IDENTIFY AND QUANTIFY FOUR SYNTACTIC FACTORS AND TWO VOCABULARY FACTORS SELECTED FOR STUDY. NEAR THE END OF THE SCHOOL YEAR, CRITERION MEASURES OF SILENT AND ORAL READING WILL BE ADMINISTERED. DATA WILL BE ANALYZED BY APPROPRIATE STATISTICAL MEASURES. FINDINGS FROM THE STUDY ARE EXPECTED TO HAVE PRACTICAL APPLICATIONS TO WARD INCREASING THE PREDICTIVE AND DIAGNOSTIC VALUES OF READING-READINESS TESTS, AND TOWARD THE DEVELOPMENT OF SUPPORTIVE AND REMEDIAL LANGUAGE-RELATED PROCEDURES IN PREREADING AND EARLY READING INSTRUCTION. (AL)

EP 010 964 24

EDUCATIONAL AND OCCUPATIONAL ORIENTATION OF NEGRO MALE YOUTH IN THE MISSISSIPPI DELTA.

INVESTIGATOR, BOYKIN, WILLIAM C.

ALCORN A AND M COLL., LORMAN, MISS.

BUREAU NUMBER BR-7-D-065

PROPOSAL DATE 15 MAY 67

GRANT OEG-4-8-070065-0004

DESCRIPTORS *COUNSELING, *DISADVANTAGED YOUTH, *NEGRO YOUTH, *OCCUPATIONAL GUIDANCE, *STUDENT ATTITUDES, *VOCATIONAL EDUCATION, ACADEMIC APTITUDE, ASPIRATION, ECONOMICALLY DISADVANTAGED, HIGH SCHOOL STUDENTS, LORMAN, RURAL YOUTH, SECONDARY SCHOOLS, URBAN YOUTH.

START DATE 09-05-67 END DATE 08-31-68

A DESCRIPTION OF MISSISSIPPI NEGRO HIGH-SCHOOL SENIORS WILL BE DEVELOPED IN TERMS OF SELECTED FACTORS OF OCCUPATIONAL AND EDUCATIONAL ORIENTATION. THIS STUDY IS BEING MADE TO PROVIDE EDUCATORS WITH INFORMATION NEEDED TO IMPROVE THE GENERAL AND VOCATIONAL EDUCATION OFFERED THESE STUDENTS. THE STUDY IS CONCERNED WITH ALL 12TH-GRADE NEGRO MALE STUDENTS ENROLLED IN THE LARGEST HIGH SCHOOL OF EACH OF THE 11 COUNTIES OF THE DELTA TERRITORY. THE OBJECTIVES OF THE STUDY ARE (1) TO IDENTIFY VOCATIONAL INTERESTS OF YOUTH WITH PARTICULAR ATTENTION TO OCCUPATIONAL CLUSTERING, RURAL-URBAN DIFFERENCES, AND

DIFFERENCES AT VARYING LEVELS OF SCHOLASTIC APTITUDE, (2) TO ASSESS THE VARIOUS KINDS OF APTITUDES OF YOUTH, NOTING LEVELS OF GENERAL SCHOLASTIC APTITUDE, CLUSTERING OF SPECIAL ABILITIES, AND RURAL-URBAN DIFFERENCES, (3) TO ASCERTAIN LEVELS OF OCCUPATIONAL AND EDUCATIONAL ASPIRATION NOTING INCONSISTENCIES, IF ANY, WITH APTITUDES, RURAL-URBAN DIFFERENCES, AND DIFFERENCES AT VARYING LEVELS OF SCHOLASTIC APTITUDE, AND (4) TO DRAW INFERENCES AND MAKE GENERALIZATIONS AND RECOMMENDATIONS. PRESENT IMPLICATIONS FOR FURTHER STUDY, SUGGEST POSSIBLE MEANS OF APPLYING RESULTS OF STUDY TO THE IMPROVEMENT OF THE QUALITY OF EDUCATION FOR YOUTH. THIS RESEARCH IS BEING CONDUCTED IN COOPERATION WITH (1) THE RESEARCH COORDINATING COUNCIL OF MISSISSIPPI STATE UNIVERSITY, (2) THE VOCATIONAL EDUCATION DIVISION OF THE MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION AND ITS RESEARCH COORDINATING COMMITTEE, AND (3) THE HIGH SCHOOL PRINCIPALS INVOLVED. (AL)

EP 010 965 24

THE INFLUENCE OF LINGUISTICALLY ORIENTED TECHNIQUES ON THE ENGLISH SENTENCE STRUCTURE AND READING COMPREHENSION OF FOURTH GRADE STUDENTS.

INVESTIGATOR, CREWS, RUTHELLEN

FLORIDA UNIV., GAINESVILLE

BUREAU NUMBER BR-7-D-036

PROPOSAL DATE 16 MAR 67

GRANT OEG-4-8-070036-0008

DESCRIPTORS *ENGLISH INSTRUCTION, *GRAMMAR, *LINGUISTICS, *READING COMPREHENSION, *SYNTAX, GAINESVILLE, GRADE 4.

START DATE 09-16-67 END DATE 06-15-68

A LINGUISTICALLY-ORIENTED PROGRAM IN ENGLISH GRAMMAR FOR THE FOURTH GRADE WILL BE TESTED TO DETERMINE ITS EFFECTS ON CHILDREN'S PROFICIENCY IN SENTENCE CONSTRUCTION AND READING COMPREHENSION. THE PROGRAM IS BASED ON THE USE OF "SECTOR ANALYSIS" TO DESCRIBE THE STRUCTURE OF ENGLISH SENTENCES. THIS PROCESS OF DESCRIPTION BEGINS AT THE UTTERANCE LEVEL OF THE SENTENCE AND FOLLOWS BY "PEELING OFF" THE VARIOUS UNITS PART BY PART AND SHOWING IN THE PROCESS THE INTERRELATIONSHIP OF THE CONSTRUCTIONS WITHIN EACH POSITION IN THE SENTENCE. IN EACH OF THREE SCHOOLS, 60 FOURTH-GRADE STUDENTS WILL BE RANDOMLY SELECTED AND ASSIGNED TO EXPERIMENTAL AND CONTROL CLASSES. IN A FOURTH SCHOOL, 120 STUDENTS WILL PARTICIPATE IN THE STUDY. ONE EXPERIMENTAL AND ONE CONTROL CLASS WILL BE TAUGHT BY THE SAME INSTRUCTOR IN 40-MINUTE PERIODS ON 3 DAYS EACH WEEK. THE PRINCIPAL INVESTIGATOR WILL TEACH ONE PAIR OF CLASSES. THE OTHER CLASSES WILL BE TAUGHT BY EXPERIENCED FOURTH-GRADE TEACHERS. THE CONTROL GROUPS WILL BE TAUGHT THE REGULAR FOURTH-GRADE GRAMMAR PROGRAM OF THOSE SCHOOLS. PRE-TESTS WILL BE GIVEN EACH PARTICIPATING CHILD TO OBTAIN (1) INTELLIGENCE TEST SCORES, (2) READING COMPREHENSION SCORES, (3) SOCIOECONOMIC STATUS, AND (4) A VARIETY SCORE DERIVED FROM THE STUDENTS' WRITING SAMPLES USING AN

INDEX DEvised BY THE PRINCIPAL INVESTIGATOR. POST-TESTS WILL BE GIVEN FOR (1) READING COMPREHENSION AND (2) A VARIETY SCORE. STATISTICAL ANALYSIS WILL BE MADE OF THE CHANGES OF SCORES ON READING COMPREHENSION AND SENTENCE-STRUCTURE VARIETY. (AL)

EP 010 966 24

COMPARISON OF TWO TEACHING TECHNIQUES IN ELEMENTARY SCHOOL MATHEMATICS.

INVESTIGATOR, BASSLER, OTTO C.
GEORGE PEABODY COLL. FOR TEACHERS,
NASHVILLE, TENN.

BUREAU NUMBER BR-7-D-032

PROPOSAL DATE 08 MAR 67

GRANT OEG-4-8-070032-0003

DESCRIPTORS *DISCOVERY PROCESSES, *MATHEMATICS INSTRUCTION, *PROGRAM EFFECTIVENESS, *PROGRAMED INSTRUCTION, *TEACHING METHODS, *TRANSFER OF TRAINING, ABILITY GROUPING, MATHEMATICS, NASHVILLE, START DATE 09-06-67 END DATE 07-31-68

TWO METHODS OF MATHEMATICS INSTRUCTION WILL BE COMPARED TO DETERMINE THEIR RELATIVE EFFECTIVENESS IN PRODUCING ACHIEVEMENT AND BOTH VERTICAL AND HORIZONTAL TRANSFER. AN INVESTIGATION WILL ALSO BE MADE OF THE DIFFERENTIAL EFFECTS OF THE TWO METHODS OF INSTRUCTION FOR STUDENTS OF DIFFERENT ABILITY LEVELS. ONE METHOD, INTERMEDIATE GUIDANCE OR GUIDED DISCOVERY, TEACHES BY A CAREFULLY STRUCTURED SEQUENCE OF QUESTIONS. THE OTHER METHOD, MAXIMAL GUIDANCE, TEACHES STUDENTS BY STATING EACH CONCEPT WITH ILLUSTRATIONS AND THEN HAVING THE STUDENTS PRACTICE THE BEHAVIORS RELATED TO THOSE CONCEPTS. THESE TWO METHODS WILL BE COMPARED BY TEACHING THREE DIFFERENT STUDIES—(1) A PROGRAMED PRESENTATION OF ADDITION OF INTEGERS TO FOURTH-GRADE SUBJECTS, (2) A PROGRAMED PRESENTATION OF MODULAR ADDITION FOR SIXTH-GRADE SUBJECTS, AND (3) A PROGRAMED PRESENTATION OF A FINITE ARITHMETIC OF RESIDUE CLASSES TO BE TAUGHT TO EIGHTH-GRADE SUBJECTS. APPROXIMATELY 75 SUBJECTS WILL BE SELECTED TO FORM THREE CLASSES AT EACH GRADE LEVEL. THESE STUDENTS WILL BE CLASSIFIED INTO LOW-ABILITY, MEDIUM-ABILITY, AND HIGH-ABILITY SUBGROUPS. STUDENTS OF EACH ABILITY SUBGROUP WILL BE ASSIGNED RANDOMLY TO THE TWO TREATMENT METHODS PROVIDING GROUPS OF APPROXIMATELY 10 SUBJECTS OF EACH ABILITY LEVEL IN EACH OF THE CLASSES. INSTRUCTION WILL BE PRESENTED IN EIGHT INSTRUCTION PERIODS OF 30 TO 40 MINUTES EACH. STUDENT PERFORMANCE WILL BE MEASURED BY A POST-TEST AND BY A RETENTION TEST TO BE GIVEN 4 WEEKS FOLLOWING INSTRUCTION. (AL)

EP 010 967 24

IMPACT OF STUDY OF COMMUNISM ON STUDENT ATTITUDES TOWARD DEMOCRATIC VALUES.

INVESTIGATOR, ALLEN, B. J.
FLORIDA ST. UNIV., TALLAHASSEE

BUREAU NUMBER BR-7-D-025

PROPOSAL DATE 10 FEB 67

GRANT OEG-4-8-070025-0009

DESCRIPTORS *ATTITUDE TESTS,

*CHANGING ATTITUDES, *COMMUNISM, *DEMOCRACY, *SOCIAL STUDIES, ATTITUDES, HIGH SCHOOL STUDENTS, INSTRUCTIONAL TELEVISION, LARGE GROUP INSTRUCTION, POLITICAL ATTITUDES, POLITICAL SCIENCE, TALLAHASSEE,

START DATE 09-20-67 END DATE 05-20-68

THE EFFECTS OF A REQUIRED COURSE OF STUDY OF COMMUNISM ON THE ATTITUDES OF STUDENTS WILL BE ANALYZED. THE MAJOR HYPOTHESIS OF THE STUDY IS THAT STUDENTS UNDERGOING A REQUIRED, CRITICAL-ANALYTICAL STUDY OF COMMUNISM WILL DEVELOP A GREATER UNDERSTANDING OF AND APPRECIATION FOR DEMOCRATIC VALUES. THE TIME DEVOTED TO A STUDY OF COMMUNISM IN THE SOCIAL STUDIES CLASSES IN FLORIDA RANGES FROM THE 6 WEEKS MINIMUM REQUIRED BY THE LEGISLATURE TO PERIODS OF 12 WEEKS AND 18 WEEKS. PRESENTATION METHODS USED FOR THESE CLASSES ALSO ARE OF THREE KINDS—(1) TRADITIONAL CLASSES OF 30 TO 40 STUDENTS, (2) LARGE-CLASS LECTURE SESSIONS, AND (3) INSTRUCTIONAL TELEVISION. THE STUDENT SAMPLE WILL BE DRAWN FROM SIX COUNTIES OF FLORIDA THAT ARE REPRESENTATIVE OF THE VARIOUS REGIONS OF THE STATE AND WHICH COMBINE 90 PERCENT OF THE HIGH SCHOOL ENROLLMENT IN THE STATE. IN ADDITION, STUDENTS FROM THOSE COUNTIES WILL BE SELECTED TO REPRESENT BOTH THE CLASSES GIVEN FOR DIFFERENT LENGTHS OF TIME AND THE CLASSES GIVEN BY DIFFERENT METHODS OF PRESENTATION. AN EFFORT WILL BE MADE TO HAVE THE CLASSES SELECTED FOR THE STUDY CONFORM IN PROPORTION TO THE TOTAL NUMBER OF STUDENTS RECEIVING EACH KIND AND LENGTH OF INSTRUCTION. A SCALE DEVELOPED FOR THE MEASUREMENT OF ATTITUDES TOWARD DEMOCRATIC VALUES WILL BE ADMINISTERED TO EACH STUDENT OF THE SAMPLE DURING THE FIRST CLASS PERIOD OF THE COMMUNISM COURSE AND AGAIN AT THE END OF THE INSTRUCTIONAL PERIOD. RESULTS WILL BE ANALYZED TO DETERMINE THE RELATION OF ATTITUDE CHANGES TO THE LENGTH OF STUDY TIME, METHOD OF PRESENTATION, LEVEL OF PARENT EDUCATION, AND EXPRESSED PREFERENCE FOR PRESIDENTIAL LEADERSHIP. (AL)

ED 010 968 24

A FILMED PRESENTATION OF ECOLOGICAL PRINCIPLES.

INVESTIGATOR, ROBINSON, GERALD G.
UNIVERSITY OF SOUTH FLORIDA, TAMPA

BUREAU NUMBER BR-7-D-022

PROPOSAL DATE 25 JAN 67

GRANT OEG-4-8-070022-0006

DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *BIOLOGY, *ECOLOGY, *ENVIRONMENT, *FILMS, AREA STUDIES, AUDIOVISUAL AIDS, INSTRUCTIONAL TECHNOLOGY, SOUND FILMS, TAMPA,

START DATE 02-01-68 END DATE 01-31-69

A COLOR FILM WILL BE DEVELOPED TO PRESENT THE BASIC PRINCIPLES OF THE ECOLOGY OF FIVE SUBTROPICAL NATURAL COMMUNITIES IN FLORIDA. THE FILM WILL SHOW THE ROLE OF SUCH PHYSICAL FACTORS AS TEMPERATURE, PRECIPITATION, AND SOIL IN THE DISTRIBUTION AND COMPOSITION OF THESE NATURAL COMMUNITIES. THE PURPOSE OF THE FILM IS TO PROVIDE AN ADEQUATE SUBSTITUTE FOR DIRECT FIELD OBSERVATION OF A NATURAL COMMUNITY WHICH CANNOT BE GIVEN TO LARGE

ENROLLMENT CLASSES. THE FILM IS INTENDED FOR THE USE OF GENERAL EDUCATION COURSES IN BIOLOGY BUT IS EXPECTED TO BE USEFUL TO EDUCATION GROUPS INTERESTED IN THE ECOLOGY OF NATURAL COMMUNITIES IN THE SUBTROPICS. FILMING OF FOUR REPRESENTATIVE AREAS AND TAMPA BAY WILL BE DONE OVER A PERIOD OF 2 MONTHS. WORK-PRINTS WILL BE EDITED DURING THE FOLLOWING 4 MONTHS AND ANY NECESSARY RETAKES WILL BE TAKEN THEN. A FINISHED VERSION OF THE FILM WILL BE USED IN SMALL SECTIONS OF THE GENERAL EDUCATION BIOLOGY CLASSES AT THE UNIVERSITY OF SOUTH FLORIDA BEFORE NARRATION IS ADDED TO THE FILM. (AL)

EP 010 969 24

SELECTED ASPECTS OF SELF-SUPERVISION BY STUDENT TEACHERS.

INVESTIGATOR, JOHNSTON, DONALD P.
MEMPHIS STATE UNIV., TENN.

BUREAU NUMBER BR-7-D-017

PROPOSAL DATE 15 JAN 67

GRANT OEG-4-8-070017-0005

DESCRIPTORS *INTERACTION PROCESS ANALYSIS, *STUDENT TEACHING, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TEACHING TECHNIQUES, INTERACTION, MEMPHIS,

START DATE 09-08-67 END DATE 06-30-68

THE RELATIONSHIP BETWEEN STUDENT-TEACHER ATTITUDES AND BEHAVIOR WILL BE EXAMINED IN A STUDY THAT WILL EXPLORE THE EFFECTS ON ATTITUDE PRODUCED BY SELF-SUPERVISION. PRE- AND POST-TESTS WILL BE USED TO EVALUATE THE ATTITUDE CHANGES PRODUCED IN FOUR GROUPS OF STUDENT-TEACHERS PREPARING TO TEACH SECONDARY SCHOOL. BEHAVIOR CHANGES OF EACH STUDENT WILL BE DETERMINED BY THE EVALUATION OF A SEQUENCE OF TWO MICROTACHING LESSONS THAT WILL BE EVALUATED BY DIFFERENT COMBINATIONS OF (1) SELF-ANALYSIS BY THE FLANDERS SYSTEM OF INTERACTION ANALYSIS AND (2) INTERACTION ANALYSIS BY THE INSTRUCTOR. A STRATIFIED, RANDOM SAMPLE WILL BE SELECTED FOLLOWING A THREE-WAY DIVISION OF STUDENT-TEACHERS ON THE BASIS OF SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY. THE SAMPLE WILL BE DIVIDED INTO FOUR GROUPS OF 24 STUDENTS. EACH STUDENT WILL DEVELOP A 20-MINUTE TEACHING LESSON FROM HIS OWN CONTENT AREA TO BE TAUGHT TO A CLASS OF FIVE SECONDARY PUPILS. STUDENTS WILL ANALYZE THEIR LESSONS FROM VIDEOTAPE RECORDINGS. AFTER THE FIRST LESSON HAS BEEN TAUGHT AND ANALYZED, THE SAME LESSON CONTENT WILL BE TAUGHT TO DIFFERENT PUPILS AND AGAIN ANALYZED. GROUP ONE WILL BE WHOLLY SELF-SUPERVISED USING ONLY THE FLANDERS METHOD FOR SELF-ANALYSIS. THE INTERACTIONS OF GROUP TWO WILL BE INSTRUCTOR ANALYZED. GROUP THREE WILL FIRST USE SELF-ANALYSIS AND THEN TEACHER ANALYSIS, WHILE GROUP FOUR WILL REVERSE THE SEQUENCE OF THE TWO METHODS. ALL GROUPS WILL RETAKE THE ATTITUDE INVENTORY AT THE END OF THE TREATMENT. (AL)

EP 010 970 24

DEVELOPMENT OF INSTRUMENT FOR SOCIETY OF INTERNATIONAL EDUCATION IN

TEACHER EDUCATION PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES. INVESTIGATOR, KLASSEN, FRANK H. * MOORE, RAYMONDS.

AMERICAN ASSN. OF COLL. FOR TEACHER EDUC. WASH., D.C.

BUREAU NUMBER BR-C-042

PROPOSAL DATE 27 APR 67

GRANT OEC-0-8-070420-0192

DESCRIPTORS *CULTURAL DIFFERENCES, *CURRICULUM DEVELOPMENT, *FOREIGN CULTURE, *INTERNATIONAL EDUCATION, *SOCIAL ATTITUDES, *TEACHER EDUCATION CURRICULUM, CULTURAL EDUCATION, CULTURAL FACTORS, DISTRICT OF COLUMBIA, TEACHER EDUCATION.

START DATE 08-25-67 END DATE 01-25-68

A BASIC INFORMATION RETRIEVAL INSTRUMENT WILL BE DEVELOPED FOR NATIONWIDE USE TO EXAMINE CURRENT OBJECTIVES AND ANALYZE CURRENT ACTIVITIES IN INTERNATIONAL EDUCATION AS THEY CONCERN TEACHER EDUCATION. THE PURPOSE OF THE INSTRUMENT IS TO MAKE A SURVEY OF ALL COLLEGES AND UNIVERSITIES IN THE UNITED STATES THAT OFFER PROGRAMS OF TEACHER EDUCATION TO DETERMINE WHAT PROGRAMS EXIST THAT RELATE TO PREPARING TEACHERS TO BUILD INTERCULTURAL OR INTERNATIONAL ATTITUDES THAT LEAD TO INTERNATIONAL EMPATHY. THE INSTRUMENT WILL BE DESIGNED TO ALSO GATHER INFORMATION ABOUT THOSE PROGRAMS TO DETERMINE (1) AREAS OF INTEREST AND THEIR OBJECTIVES, APPROACHES, SPECIAL STRENGTHS, SCOPE AND TIMING, HUMAN, AND FINANCIAL RESOURCES, DISTINCTIVE CONTRIBUTIONS OR ACCOMPLISHMENTS, (2) GAPS THAT EXIST IN TERMS OF CONTENT, INCULCATING CULTURAL ATTITUDES AND UNDERSTANDING, GEOGRAPHICAL COVERAGE IN THE U.S., AND COVERAGE OF CULTURES, (3) EXTENT AND METHOD OF COORDINATION BETWEEN THE DISCIPLINES IN TEACHER EDUCATION, (4) THE USES MADE OF INTERINSTITUTIONAL COOPERATION, (5) THE PRINCIPAL EXPERIENTIAL AND ACADEMIC REQUIREMENTS IN INTERCULTURAL EDUCATION, AND (6) THE PRIORITIES THAT SHOULD BE GIVEN FOR IMPROVEMENT OF CURRICULUMS FOR TEACHER EDUCATION IN INTERNATIONAL EDUCATION. THE INSTRUMENT WILL BE DEVELOPED IN CONSULTATION WITH SUBJECT AREA AND TEACHER EDUCATION AUTHORITIES, AND WILL BE MAILED FOR CHECKOUT TO AT LEAST NINE INSTITUTIONS HAVING NO PREVIOUS KNOWLEDGE OF THE PROPOSED STUDY. FOLLOWING THE TESTING OF THE INSTRUMENT, IT WILL BE REFINED FOR USE IN THE NATIONWIDE SURVEY THAT IS PLANNED. (AL)

EP 010 971 24

MEASURING THE CONTRIBUTION OF THE ARTS IN THE EDUCATION OF CHILDREN.

INVESTIGATOR, COHEN, HAROLD L. INSTITUTE FOR BEHAVIORAL RES., SILVER SPRING, MD.

BUREAU NUMBER BR-7-110

PROPOSAL DATE 19 APR 67

CONTRACT OEC-0-8-071108-1767

DESCRIPTORS *ARITHMETIC, *ART ACTIVITIES, *ELEMENTARY EDUCATION, *LOW ACHIEVERS, *PERCEPTUAL DEVELOPMENT, *PSYCHOMOTOR SKILLS, *READING IMPROVEMENT, AUDIOVISUAL AIDS, COGNITIVE DEVELOPMENT, GATES READING SURVEY, MORGAN SCHOOL, PERCEPTUAL MOTOR LEARNING, PROGRAM

EVALUATION, READING SKILLS, SIDWELL FRIENDS SCHOOL, SILVER SPRING, SKILL DEVELOPMENT, STANFORD ACHIEVEMENT TEST, STUDENT IMPROVEMENT, STUDENT TEACHERS, SUMMER SCHOOLS, TEACHER EDUCATION, TEACHER INTERNS, TEACHING METHODS, TRANSFER OF TRAINING.

START DATE 08-16-67 END DATE 08-15-68

THE EFFECTIVENESS OF AN ARTS PROGRAM IN STRENGTHENING SPECIFIED ACADEMIC SUBJECT MATTER GOALS IN LOW ACHIEVING CHILDREN 6 TO 10 YEARS OF AGE WILL BE MEASURED. A SUMMER PROGRAM WILL BE CARRIED OUT IN 1967 AT THE SIDWELL FRIENDS SCHOOL FOR 105 STUDENTS FROM THAT SCHOOL AND THE MORGAN SCHOOL, BOTH PRIVATE SCHOOLS IN WASHINGTON, D.C. THE PROGRAM WILL INCORPORATE DANCE, MUSIC, DRAMA, ART, WOODWORK, AND CREATIVE SPORTS IN A MANNER DESIGNED TO STRENGTHEN PERCEPTUAL AND CONCEPTUAL FOUNDATIONS OF READING AND ARITHMETIC SKILLS THROUGH AN INCREASE OF LISTENING, OBSERVATION, AND MOTOR BEHAVIORS. THE INCREASE OF PERFORMANCE WILL BE MEASURED ON A DAILY AND WEEKLY BASIS BY SUCH DIRECT, OBJECTIVE TESTS AS THE SEQUENTIAL TEST OF EDUCATIONAL PROGRESS, THE STANFORD ACHIEVEMENT TEST, THE GATES READING SURVEY, AND OTHERS. ADDITIONAL OBJECTIVES OF THIS PROGRAM ARE (1) TO ASSIST THE 12 PARTICIPATING TEACHERS IN THE DEVELOPMENT OF EXPLICIT MEASURABLE GOALS, INSTRUCTIONS, AND MEASURING PROCEDURES NEEDED FOR THIS STUDY, (2) TO MEASURE THE INCREASE IN EDUCATIONAL SKILLS AND PROBLEM SOLVING CAPABILITIES OF THE 26 INTERN-TRAINEES WHO ARE TO PARTICIPATE IN THE PROGRAM, AND (3) TO PREPARE A 20-MINUTE, 3-SCREEN AUDIOVISUAL PRESENTATION OF THE ENTIRE PROGRAM TO PRESENT THE RATIONALE AND PROCEDURES OF THIS PROJECT. A REPORT FOR DISTRIBUTION WILL BE WRITTEN THAT WILL DESCRIBE THE RESEARCH METHODS, RESULTS, AND RECOMMENDATIONS. (AL)

EP 010 972 24

EDUCATIONAL POLICY RESEARCH CENTER.

INVESTIGATOR, FARSON, RICHARD E. WESTERN BEHAVIORAL SCIENCES INST., LA JOLLA, CALIF

BUREAU NUMBER BR-7-110

PROPOSAL DATE MAR 67

CONTRACT OEC-1-7-071027-4273

DESCRIPTORS *ADMINISTRATIVE POLICY, *BEHAVIORAL SCIENCE RESEARCH, *EDUCATIONAL PLANNING, *EDUCATIONAL POLICY, *POLICY FORMATION, BOARD OF EDUCATION POLICY, EDUCATIONAL ADMINISTRATION, LA JOLLA, OPERATIONAL CENTER FOR EDUCATIONAL POLICY RESEARCH, SCHOOL PLANNING, SCHOOL POLICY.

START DATE 06-01-67 END DATE 02-29-68

A GROUP OF PILOT STUDIES ON A VARIETY OF PROBLEMS IN EDUCATIONAL POLICY WILL BE CONDUCTED TO PROVIDE A BASIS FOR THE DESIGN OF AN OPERATIONAL POLICY RESEARCH CENTER. THE CENTER IS INTENDED TO PROVIDE EDUCATORS AT ALL LEVELS WITH INFORMATION ABOUT THE FUTURE THAT HAS IMPLICATIONS FOR EDUCATION TO ASSIST IN BOTH SHORT AND LONG RANGE PLANNING. THE STUDIES TO BE CONDUCTED ARE (1) ECONOMIC CONSEQUENC-

ES OF CHANGES IN EDUCATIONAL POLICY-A STUDY IN RESOURCE ALLOCATION, (2) SIMULATIONS AS A TOOL FOR EDUCATIONAL PLANNING FOR THE FUTURE-A FEASIBILITY STUDY, (3) FUTURE ROLE OF THE SCHOOL BOARD, (4) PREDICTIVE STUDY-ATTITUDES AND VALUES OF FUTURE DECISION MAKERS, AND (5) THE FUTURE-FOCUS - THE HUMAN CONDITION, FORMAT - A T-GROUP CONFERENCE TECHNIQUE. AN INTERDISCIPLINARY "CENTER DESIGN GROUP" WILL BE COMPOSED OF THE DIRECTORS OF EACH OF THE POLICY STUDIES AND OTHER SYSTEMS-ORIENTED MEMBERS OF THE WESTERN BEHAVIORAL SCIENCES INSTITUTE. THIS GROUP WILL COORDINATE THE STUDIES AND DEVELOP A COMPREHENSIVE DESIGN FOR AN OPERATIONAL POLICY RESEARCH CENTER. (AL)

EP 010 973 24

A PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH.

INVESTIGATOR, ADELSON, MARVIN SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

BUREAU NUMBER BR-7-100

PROPOSAL DATE 31 MAR 67

CONTRACT OEC-1-7-071003-4275

DESCRIPTORS *ADMINISTRATIVE POLICY, *BEHAVIORAL SCIENCE RESEARCH, *EDUCATIONAL PLANNING, *EDUCATIONAL POLICY, *POLICY FORMATION, BOARD OF EDUCATION POLICY, EDUCATIONAL ADMINISTRATION, OPERATION CENTER FOR EDUCATIONAL POLICY RESEARCH, SANTA MONICA, SCHOOL PLANNING, SCHOOL POLICY.

START DATE 06-01-67 END DATE 02-28-68

A PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH WILL BE ORGANIZED AS A PRELIMINARY STEP TOWARD THE CREATION OF A FULLY STAFFED, LONG-TERM OPERATIONAL CENTER FOR EDUCATIONAL POLICY RESEARCH. THE THREE OBJECTIVES OF THE PILOT CENTER ARE (1) TO INVESTIGATE, ANALYZE, AND EXPERIMENT WITH METHODS, PROCEDURES, AND ORGANIZATIONS FOR STUDYING THE FUTURE AS IT COULD AFFECT EDUCATION, (2) TO FORECAST THE PROBABLE ROLES OF TEACHERS, COUNSELORS, AND ADMINISTRATORS IN EDUCATION IN 1988, AND (3) TO DEVELOP A STRATEGY, A PHILOSOPHY, AND AN ORGANIZATION DESIGN FOR AN OPERATIONAL CENTER THAT WILL HAVE RESPONSIBILITY FOR INVENTING ALTERNATIVE EDUCATIONAL FUTURES. AN INTERDISCIPLINARY APPROACH WILL BE USED IN THE ORGANIZATION AND OPERATIONS OF THE PILOT CENTER WHICH ARE REGARDED AS EXPERIMENTAL IN NATURE. THE ORGANIZATION WILL CONTAIN THREE ELEMENTS-A CORE STAFF AND A CONSULTING PANEL, BOTH MADE UP OF SYSTEMS DEVELOPMENT CORPORATION PERSONNEL, AND A COMMUNITY RESOURCES PANEL. THE PILOT CENTER WILL (1) SYSTEMATICALLY EXPLORE THE UTILITY OF AVAILABLE METHODS FOR STUDYING THE FUTURE, (2) STUDY THE SUBSTANTIVE FINDINGS AND CONCEPTS OF SUCH METHODS, AND (3) GENERATE FOR 1988 ALTERNATIVE CONCEPTIONS OF AMERICAN SOCIOECONOMIC LIFE, THE EDUCATIONAL ENVIRONMENT, AND THE ROLES OF EDUCATORS. (AL)

EP 010 974 24

QUANTITATIVE AND QUALITATIVE EFFECTS OF REVISED SELECTION AND TRAIN-

ING PROCEDURES IN THE EDUCATION OF TEACHERS OF THE CULTURALLY DISADVANTAGED.

INVESTIGATOR, BOWMAN, DAVID L.
WISCONSIN STATE UNIV., OSHKOSH
BUREAU NUMBER BR-7-094

PROPOSAL DATE 15 MAR 67

CONTRACT OEC-0-8-077946-1734

DESCRIPTORS *CULTURALLY DISADVANTAGED, *CURRICULUM DEVELOPMENT, *EDUCATIONAL PROGRAMS, *TEACHER EDUCATION, *TEACHER RECRUITMENT, *TEACHER SELECTION, OSHKOSH, TEACHER EDUCATION CURRICULUM.

START DATE 08-01-67 END DATE 09-15-68

AN EFFORT WILL BE MADE TO IDENTIFY A NEW SOURCE OF TEACHERS FOR THE CULTURALLY DISADVANTAGED AND TO DEVELOP A TRAINING PROGRAM FOR THESE NEW TEACHER CANDIDATES. THIS PROJECT WILL (1) DEVELOP AND TEST CRITERIA FOR SELECTING PROSPECTIVE CANDIDATES FOR TEACHING THE CULTURALLY DISADVANTAGED FROM THOSE UNIVERSITY STUDENTS NOW WITHDRAWING FROM COLLEGE FOR SCHOLASTIC REASONS, AND (2) DEVELOP A PROGRAM OF GENERAL EDUCATION, SPECIALIZATION, AND PROFESSIONAL EDUCATION APPROPRIATE FOR THE SUCCESSFUL TEACHER PREPARATION OF THIS PARTICULAR STUDENT GROUP, AND (3) BY MEANS OF A SIMULATED SELECTION PROCESS, TEST THE FEASIBILITY OF USING THE CRITERIA FOR IDENTIFICATION OF TEACHERS FOR THE DISADVANTAGED FROM THIS PROBABLE NEW

TEACHER-CANDIDATE SOURCE BEING STUDIED. IT IS ANTICIPATED THAT THIS PROJECT WILL PROVIDE A NEW SOURCE FOR TEACHERS OF THE CULTURALLY DISADVANTAGED AND THAT A NEW PROGRAM FOR TRAINING THESE TEACHER-CANDIDATES WILL BE FULLY DEVELOPED AND READY FOR IMPLEMENTATION. (AL)

EP 010975 24

COMMUNITY ARTS STUDY PROGRAM.

INVESTIGATOR, MCFEE, JUNE K.

OREGON UNIV., EUGENE

BUREAU NUMBER BR-6-305

PROPOSAL DATE 67

GRANT OEG-0-8-009054-1870

DESCRIPTORS *ART EDUCATION, *CITY PLANNING, *COMMUNITY DEVELOPMENT, *CURRICULUM DEVELOPMENT, *DESIGN, *INSTRUCTIONAL MATERIALS, BUILDING DESIGN, COMMUNITY PLANNING, COMMUNITY PROGRAMS, EUGENE.

START DATE 09-15-67 END DATE 06-15-68

AN EXPERIMENTAL GROUP-CORRESPONDENCE COURSE IN ENVIRONMENTAL DESIGN WILL BE DEVELOPED TO-(1) ENCOURAGE COMMUNITY AWARENESS OF ENVIRONMENTAL DESIGN PROBLEMS, (2) PROVIDE PEOPLE WITH MORE ALTERNATIVES FOR MAKING INDEPENDENT QUALIFIED DECISIONS IN RELATION TO THE UNIQUE CULTURAL, STRUCTURAL, AND GEOGRAPHIC CONDITION OF THEIR COMMUNITY, AND (3) INVOLVE HIGH SCHOOL ART TEACHERS IN COMMUNITY DESIGN TO INCREASE THIS ACTIVITY IN

THEIR CLASSES. THE STEPS FOR DEVELOPING THIS COURSE INCLUDE (1) A PRELIMINARY CONFERENCE ON COMMUNITY NEEDS TO BE HELD ON CAMPUS WITH ART TEACHERS AND ONE REPRESENTATIVE FROM EACH OF 20 COMMUNITIES IN OREGON, (2) A SURVEY OF THE NEEDS OF FIVE COMMUNITIES SELECTED FROM THE 20 REPRESENTED AT THE CONFERENCE, (3) A REVIEW OF ENVIRONMENTAL DESIGN CONCEPTS AND CRITERIA, (4) THE DEVELOPMENT OF EXPERIMENTAL CURRICULUM MATERIALS FOR GROUP CORRESPONDENCE STUDY, AND (5) A TRYOUT OF EXPERIMENTAL CURRICULUMS IN FIVE QUITE DIFFERENT COMMUNITIES. IN ADDITION TO THE CURRICULUM IN BASIC DESIGN THAT IS INTENDED TO PROVIDE FOR MULTIPLE SOLUTIONS TO DESIGN PROBLEMS, TAPES, FILMSTRIPS, MOVIES, TRAVELING LIBRARIES, AND PORTABLE EXHIBITS WILL BE DEVELOPED. A GROUP LEADER IN EACH COMMUNITY WILL BE RESPONSIBLE FOR RECEIVING AND RETURNING COURSE MATERIALS AND COORDINATION OF THE 10 GROUP SESSIONS. EACH GROUP WILL DEVELOP A COOPERATIVE COMMUNITY PLAN. INDIVIDUAL CORRESPONDENCE CREDIT WILL BE OBTAINABLE BY ANY GROUP MEMBER WHO ATTENDS REGULARLY AND WHO INDIVIDUALLY PREPARES A PLAN FOR COMMUNITY DEVELOPMENT. PLANS FOR THE EVALUATION OF THE COURSE AND FOR THE FUTURE DEVELOPMENT OF A SECOND COURSE ARE DESCRIBED. (AL)

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Adams, John	Private	Co. A	1st Regt. Inf.
Adams, William	Private	Co. B	2nd Regt. Inf.
Adams, James	Private	Co. C	3rd Regt. Inf.
Adams, George	Private	Co. D	4th Regt. Inf.
Adams, Charles	Private	Co. E	5th Regt. Inf.
Adams, Henry	Private	Co. F	6th Regt. Inf.
Adams, Thomas	Private	Co. G	7th Regt. Inf.
Adams, John	Private	Co. H	8th Regt. Inf.
Adams, William	Private	Co. I	9th Regt. Inf.
Adams, James	Private	Co. J	10th Regt. Inf.
Adams, George	Private	Co. K	11th Regt. Inf.
Adams, Charles	Private	Co. L	12th Regt. Inf.
Adams, Henry	Private	Co. M	13th Regt. Inf.
Adams, Thomas	Private	Co. N	14th Regt. Inf.
Adams, John	Private	Co. O	15th Regt. Inf.
Adams, William	Private	Co. P	16th Regt. Inf.
Adams, James	Private	Co. Q	17th Regt. Inf.
Adams, George	Private	Co. R	18th Regt. Inf.
Adams, Charles	Private	Co. S	19th Regt. Inf.
Adams, Henry	Private	Co. T	20th Regt. Inf.
Adams, Thomas	Private	Co. U	21st Regt. Inf.
Adams, John	Private	Co. V	22nd Regt. Inf.
Adams, William	Private	Co. W	23rd Regt. Inf.
Adams, James	Private	Co. X	24th Regt. Inf.
Adams, George	Private	Co. Y	25th Regt. Inf.
Adams, Charles	Private	Co. Z	26th Regt. Inf.
Adams, Henry	Private	Co. AA	27th Regt. Inf.
Adams, Thomas	Private	Co. AB	28th Regt. Inf.
Adams, John	Private	Co. AC	29th Regt. Inf.
Adams, William	Private	Co. AD	30th Regt. Inf.
Adams, James	Private	Co. AE	31st Regt. Inf.
Adams, George	Private	Co. AF	32nd Regt. Inf.
Adams, Charles	Private	Co. AG	33rd Regt. Inf.
Adams, Henry	Private	Co. AH	34th Regt. Inf.
Adams, Thomas	Private	Co. AI	35th Regt. Inf.
Adams, John	Private	Co. AJ	36th Regt. Inf.
Adams, William	Private	Co. AK	37th Regt. Inf.
Adams, James	Private	Co. AL	38th Regt. Inf.
Adams, George	Private	Co. AM	39th Regt. Inf.
Adams, Charles	Private	Co. AN	40th Regt. Inf.
Adams, Henry	Private	Co. AO	41st Regt. Inf.
Adams, Thomas	Private	Co. AP	42nd Regt. Inf.
Adams, John	Private	Co. AQ	43rd Regt. Inf.
Adams, William	Private	Co. AR	44th Regt. Inf.
Adams, James	Private	Co. AS	45th Regt. Inf.
Adams, George	Private	Co. AT	46th Regt. Inf.
Adams, Charles	Private	Co. AU	47th Regt. Inf.
Adams, Henry	Private	Co. AV	48th Regt. Inf.
Adams, Thomas	Private	Co. AW	49th Regt. Inf.
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Adams, Charles	Private	Co. BP	68th Regt. Inf.
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